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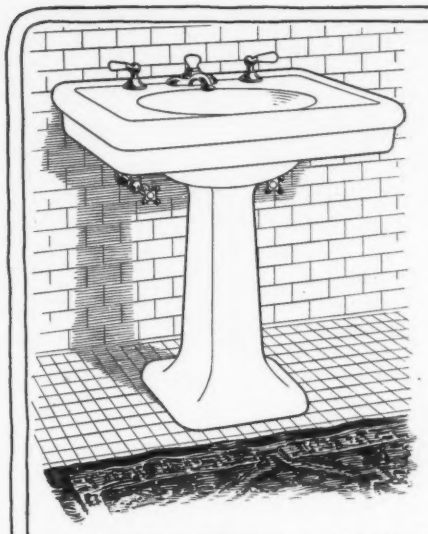

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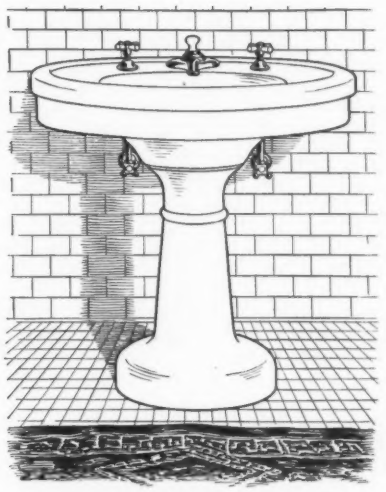

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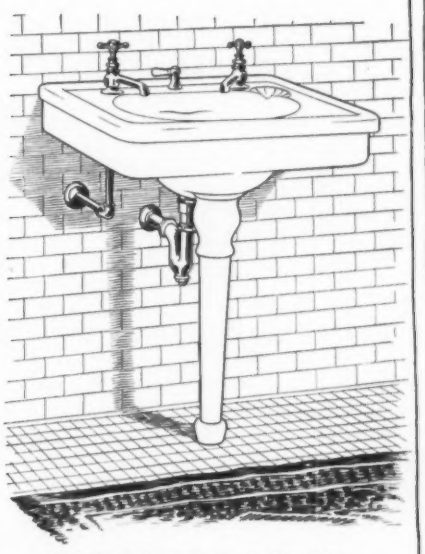

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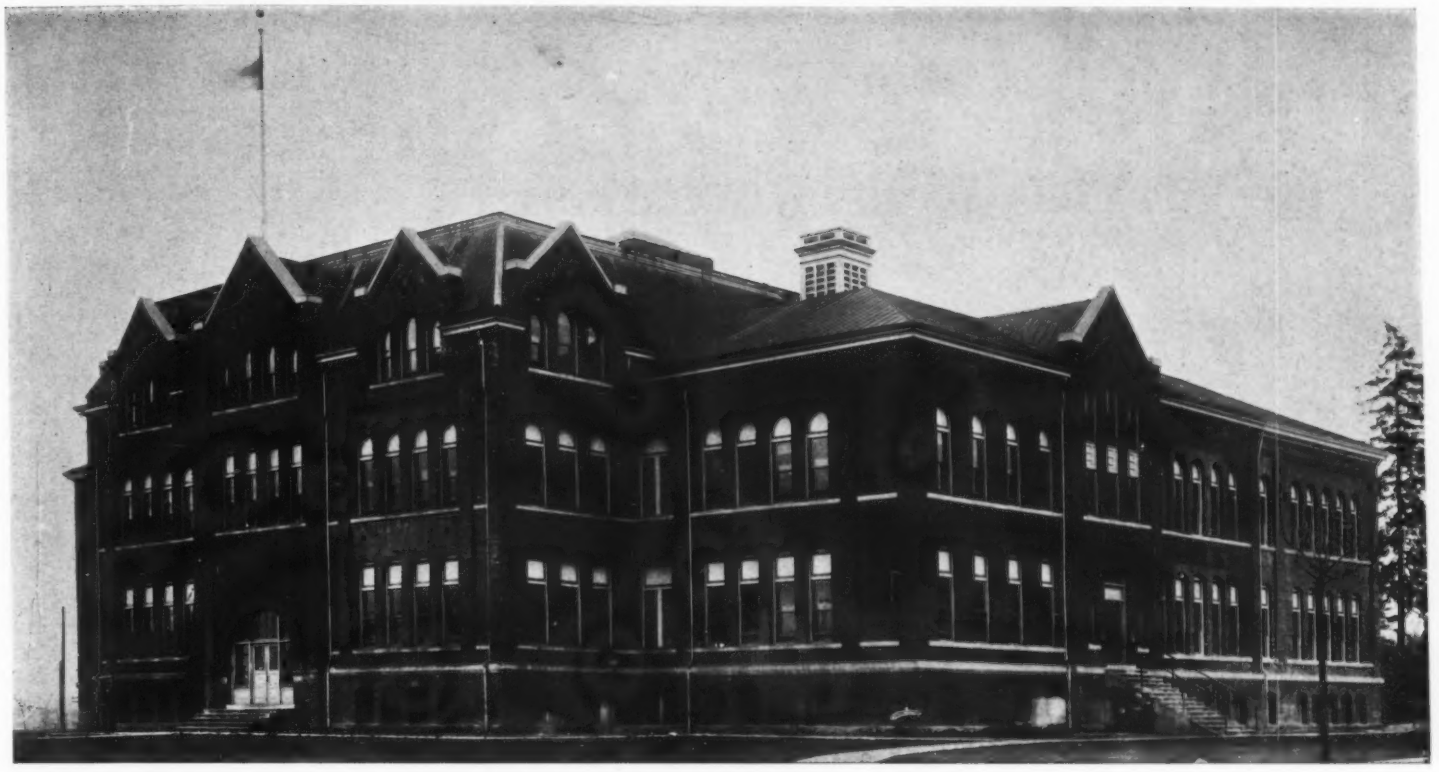

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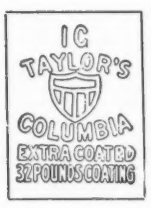

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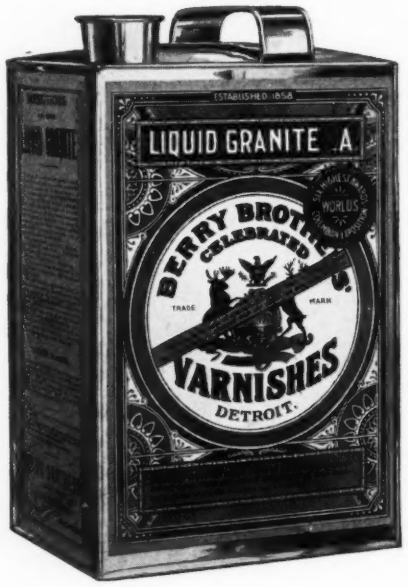

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Vol. XIV. No. 3

THE ARCHITECT

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LA PORTA, CHIESA DI S. GIOVANNI, LUCCA

THE ARCHITECT

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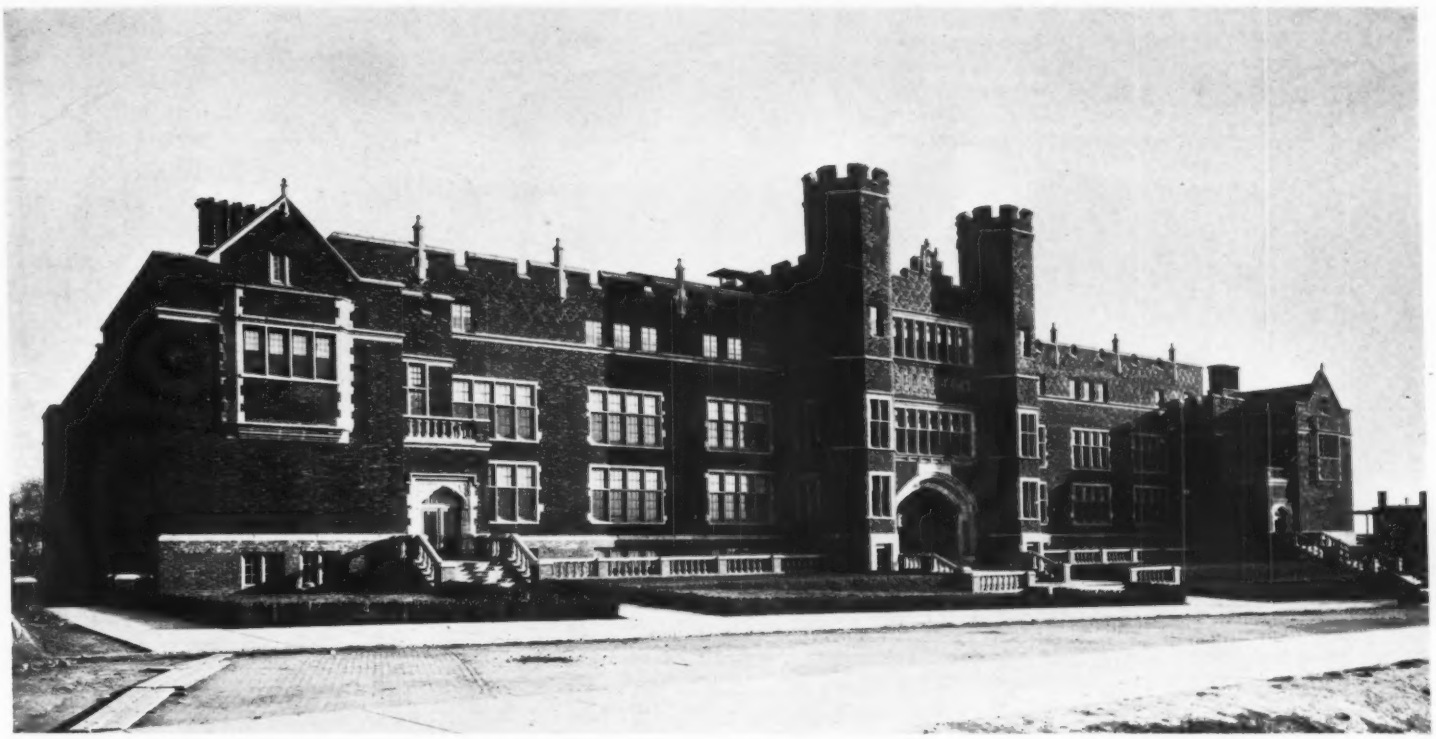


WEST FRONT, GROVER CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.
WM. B. ITTNER, ARCHITECT

Grover Cleveland High School, St. Louis, Mo.

By WM. B. ITTNER, F. A. I. A.

THE original program for this building called for an accommodation of 1,200 pupils, and a complete plan study was made for a school of this capacity. It was found, however, that a school having a capacity of about 1,500 pupils could be built at less than six per cent increase in cost, and it became evident that to build a manual training high school, with laboratories and shop facilities to accommodate only 1,200, would be an uneconomical thing to do. Moreover, the experience with the existing high schools seemed to bear out the contention that the larger unit would be more economical in its maintenance. St. Louis, therefore, determined to adhere to the policy which had governed the size of its existing high schools, and to erect for this school a building to accommodate 1,500 pupils, in fixed class room seatings, and to provide therein full manual training, domestic art and laboratory equipment.

The site purchased offered exceptional advantages. It contained about eight and one-half acres, having a frontage of 350 feet, and an average depth of 1,135 feet. The site is located in the southern part of the city, fronting Grand Avenue Boulevard, and extends two blocks to the east. The grade rose from Grand Avenue to the crest of the site, at which point the site was crossed by Louisiana Avenue, and from which it sloped gradually to Virginia Avenue on the east. This furnished a most advantageous setting for the building, as it enabled the fixing of the grade of the first floor about 25 feet above the grade of Grand Avenue, bringing the building into prominent view from the boulevard, and in turn giving a commanding view of the field from the terraces and approaches to the building; while the fall in grade towards Virginia Avenue gave opportunity for advantageous lighting of the rooms on the ground floor, and convenient approach to the boiler and fuel rooms from the rear.

Plans for the athletic field have been completed, and although the necessary grading has been done, this project has not yet been placed under contract. The natural slope of this portion of the site was particularly advantageous to the proper placing of the athletic field; the grade was fixed at the Grand Avenue level, thus creating natural embankments on either side against which to place the seats of the stadium on the remaining sides of the field. The athletic field, when completed, will contain a running track, four laps to the mile, a 100-yard straightaway, regulation

FORGE SHOP, GROVER CLEVELAND HIGH SCHOOL
WM. B ITTNER, Architect

football field, regulation baseball field, regulation basketball and tennis courts, and a stadium seating 7,000 persons, as well as room for several thousand standing spectators.

A formal entrance is to be placed on the Grand Avenue front; the central axis terminating on the east end of the field in an athletic house to contain the preparation rooms for contestants, and toilet and office for physician and track officials, all of which will open on the track level. Four public comfort stations are to be provided to furnish the necessary accommodation demanded by so large an assembly of persons, and space for these is found under the raised seats on either side of the field. Outside of the field sufficient space is retained for walks and parking, thus providing adequate formal approach, as well as fitting setting for a building of this character.

The building, as indicated on the plans herewith, has a frontage of 298 feet on Louisiana Avenue, and has an extreme depth of 315 feet. It sits 43 feet from Louisiana Avenue, and an average of 65 feet from Virginia Avenue on the east, giving space here also for additional tennis courts and planting.

The building is two stories in height above the ground floor, with the central portion carried up three stories.

There are three entrances to the first floor from Louisiana Avenue, the main entrance being located on the central axis of the building; the other two entrances giving directly to the north and south secondary corridors and stairways. There are seven entrances on the ground floor, two from the north, two from the south, two from Virginia Avenue, and one from Louisiana Avenue, under the main entrance. There are four main stairways located at the intersection of the main and secondary corridors, thus providing for rapid circulation of the pupils and minimizing the travel distance between the various parts of the building. Each stair-

WOOD WORKING SHOP, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

way is arranged in double flights to the second floor; the file of pupils passing down on one side will be independent of the file of pupils passing up on the other side of the stairway, making for perfect order and speed in the movement of pupils between classes. Two single flights of stairs are arranged from the second to the third floor. Two additional stairways are arranged to serve the gymnasiums, and may also be brought into service as emergency exits from the first floor and auditorium.

MACHINE SHOP, GROVER CLEVELAND HIGH SCHOOL
WM. B ITTNER, Architect

The main corridor on each floor is 18 feet wide, and secondary corridors are 10 feet wide, all having direct outside light. There are sixteen class rooms, the average sizes of which are 24 feet by 32 feet, and nineteen class rooms, 24 by 25 feet, making a total of thirty-five class rooms, containing a total of 1,452 fixed desks. All class rooms are unilaterally lighted, and are conveniently located with respect to corridors and stairways.

WOOD TURNING SHOP, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

The laboratories are arranged in groups on the second floor, with demonstration rooms between, in the absence of which, amphitheaters are placed in the laboratories themselves.

The botany laboratories are placed on the ground floor to the south, and the group opens up into a conservatory. Laboratories are provided for physics, chemistry, physiography and physiology, as well as for botany.

The commercial rooms are grouped on the second floor and consist of a bookkeeping room with bank, and a typewriting room.

Four art rooms are arranged upon the third floor, two for drawing and two for art craft work. They are arranged for top and side light, and open en suite with store rooms. The main corridor on this floor is arranged with top light, as a permanent art gallery or exhibit space.

The mechanical drawing rooms are placed upon the ground floor convenient to the

shops. Each room is 24 feet by 32 feet, and has north unilateral light.

The domestic science group consists of two sewing rooms, with fitting room and store room, a cooking room with store room and model dining room and a laundry.

The manual training rooms are placed in one-story shop wings to the rear of the building and outside its main walls. Five shops are provided. They consist of a woodworking shop, a wood-turning shop, with common stockroom, finishing room, wash room and lecture room; a forge shop, machine shop and moulding room, all having common wash and stock rooms. The machine and forge shops have joint tool room, and a generating room is placed in close proximity to the metal working rooms and boiler rooms.

The library is placed on the second floor over the main entrance, and is 28 by 57 feet. It is particularly well lighted, and has book stacks for 10,000 volumes along its interior wall.

ART ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

The auditorium occupies the center of the building on the first floor, the balcony being reached from the second and third floor corridors. Its ten well-distributed exits provide means for the rapid discharge of the room and the distribution of the pupils to the various parts of the building, with minimum corridor use. The room is lighted from the courts on either side, and furnishes comfortable seating for 2,000 persons.

The stage is unusually large, being 40 feet by 80 feet; is planned for an overflow gymnasium for girls, as well as for all high school uses, and by means of a sound-proof curtain, both auditorium and gymnasium may be used simultaneously, the stage space in front of the curtain being 15 feet by 72 feet. This room also affords exceptional opportunity for symphony concerts and large choruses, and a regulation basketball game may be played upon the stage in full view of 2,000 persons.

The auditorium

SEWING ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

PHYSIOLOGY LABORATORY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

floor being on the same level with the gymnasiums, affords opportunity for their joint use for the social features of the school.

There are two gymnasiums. Each room is 40 feet by 80 feet, and is provided with a spectators' gallery opening from the second floor corridor, under which are placed the locker and toilet rooms for the instructors.

The swimming pool, with separate dressing rooms for boys and girls, permitting its use by either, is placed on the ground floor near the gymnasiums.

The lunch room is 100 feet by 65 feet, and is located under the auditorium. It has convenient service entrances, kitchen, pantry and lunch serving counter, and will accommodate 800 students at one lunch period.

The locker rooms are located on the ground floor, where locker provision is made for the entire school.

Adequate space is provided under the gymnasium for the heating and ventilating apparatus, and the boiler room, all of which are outside the walls of the main building. The boiler room has convenient fuel and ash rooms. The heating and ventilating system provides for adequate air changes throughout the building, with special ventilation for lunch room, toilets, etc.

The building is equipped with a vacuum system of cleaning, a synchronizing clock and bell system, an intercommunicating telephone system, and full and complete generating and boiler plant.

The equipment of the building has been worked out with a view of its simplification for the purpose intended, and is complete in every department.

The building cost, ready for occupancy, and including the improvement of the site, $666,000, or 18.33 cents per cubic foot. The cost of the equipment complete, including the generating plant, was $152,000. The estimated cost of the athletic field is $80,000.

TYPEWRITING ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

Selecting An Architect for School Work

By SIDNEY D. TOWNLEY, Professor of Applied Mathematics Leland Standford, Jr., University

MODERN civilization has been so complex that no single person can obtain a thorough knowledge of more than a very few fields of learning. Each trade and profession has its specialists, and indeed the demands of modern society are so numerous and so exacting that we must have specialties within specialties, and our most highly trained men do not try to cover more than a limited part of their own field.

This is true in architecture as well as in other professions. Until comparatively recent years all buildings in a small American community might be put into four classes: dwellings, barns, stores and churches. Every community, of course, had its school, but there was nothing distinctive about this building, and it was often sort of a cross between a house and a barn—and this is perhaps not so surprising when we remember that the person employed to design the school was usually one whose only architectural training was that obtained in drawing plans for small dwellings and barns.

Fortunately, times have changed and progressive communities now demand for their children school houses which shall be something better than hybrid house-barns or barn-houses. Unfortunately we still have many poorly constructed, badly arranged, poorly lighted, badly heated, entirely unventilated schools. When we consider that the average child spends twelve years of the most critical period of his life in school, is it not a *paramount duty* of every community to provide for its children substantial, sanitary, well-arranged, up-to-date school buildings and equipment?

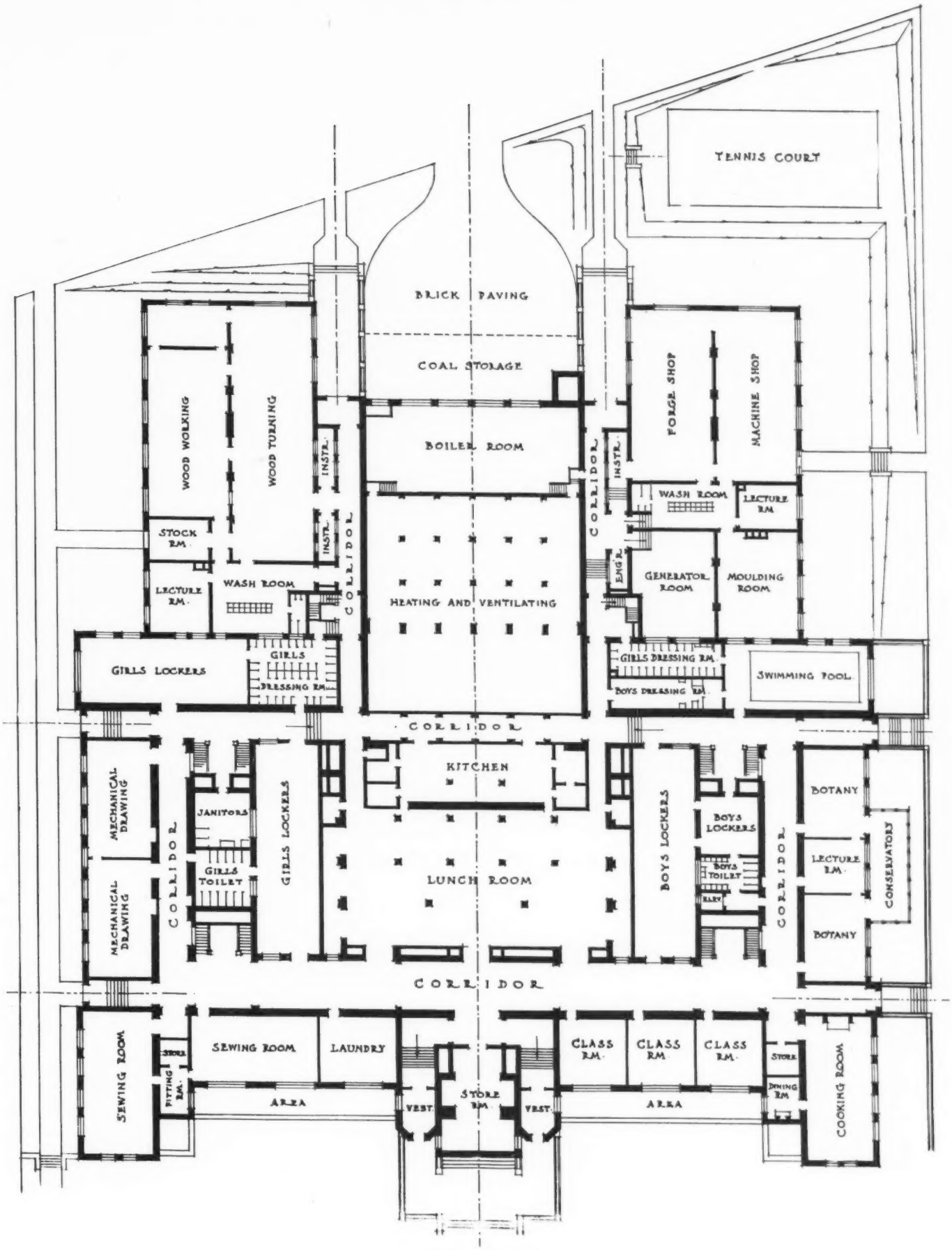
When a community decides to do this, the first, as well as the most important and the most difficult question that confronts the school trustees is the selection of an architect. How shall this be done?

School architecture has become a specialty and many successful architects who have designed hand-some residences, substantial business blocks or beautiful churches, may be quite ignorant of the special problems of arrangement, lighting, heating and ventilating with which the school architect is confronted.

GYMNASIUMS, GROVER CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.
WM. B. ITTNER, ARCHITECT

I would say then to school boards, do not for a minute consider any architect who has not made a special study of school architecture. We might go further and limit the choice to those who have actually designed and constructed school buildings. It is perhaps not wise to advocate such an extreme, for if this rule were always followed there would, of course, be no chance for the young architect to enter this branch of the profession except by forming a partnership with a successful school architect.

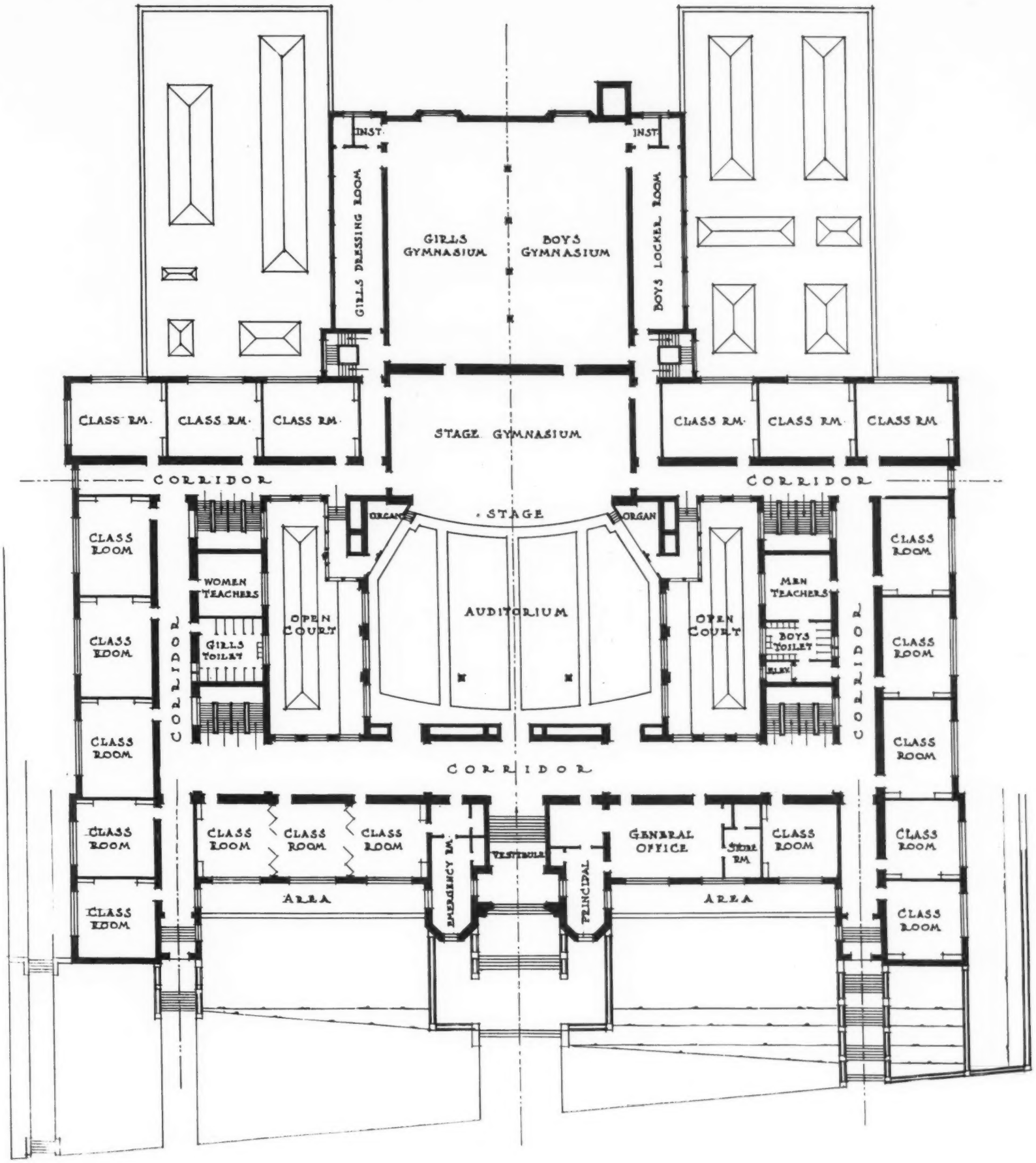
After the choice has been limited in the way just mentioned, there will perhaps be half a dozen archi-



GROUND FLOOR PLAN

GROVER CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.

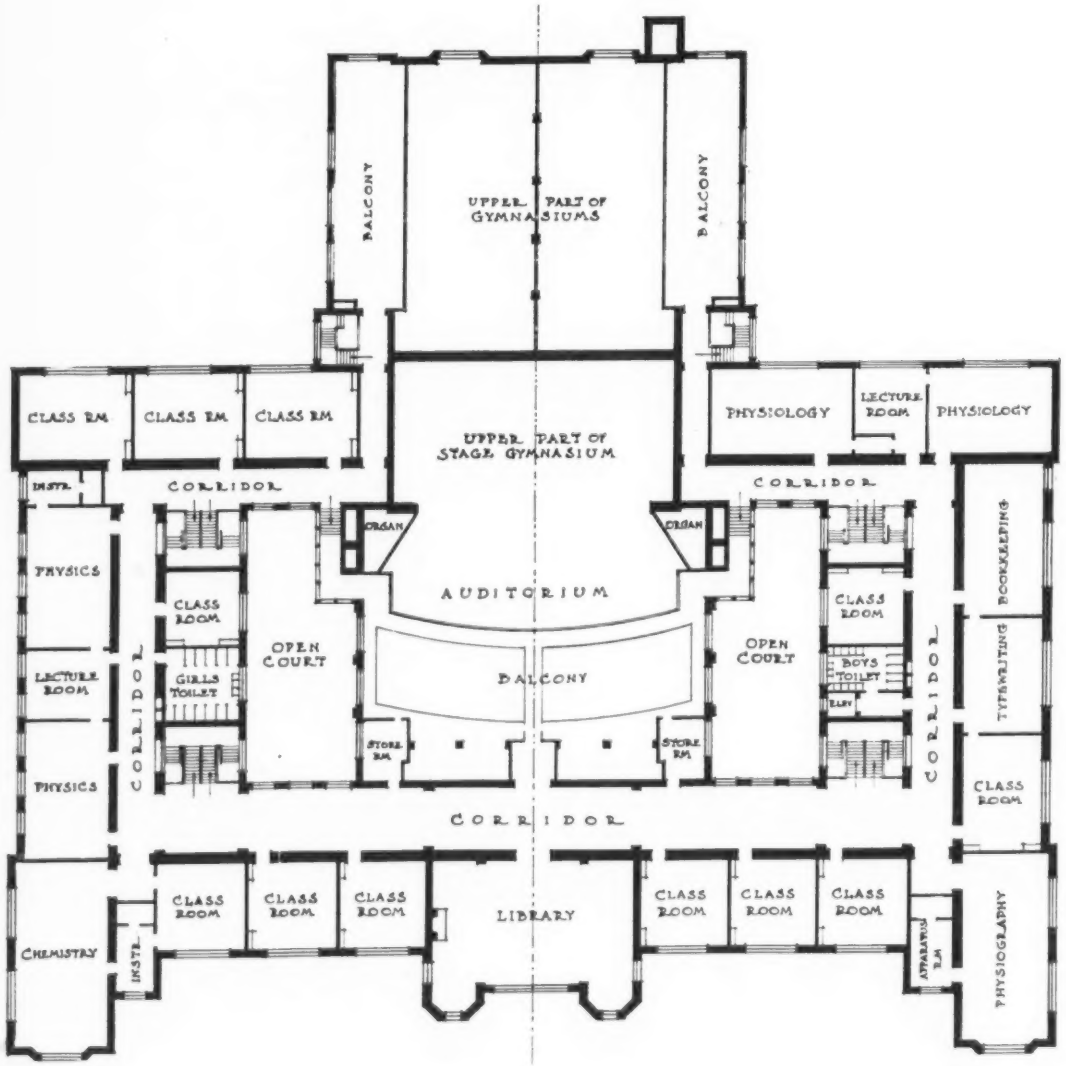
WM. B. ITTNER, ARCHITECT



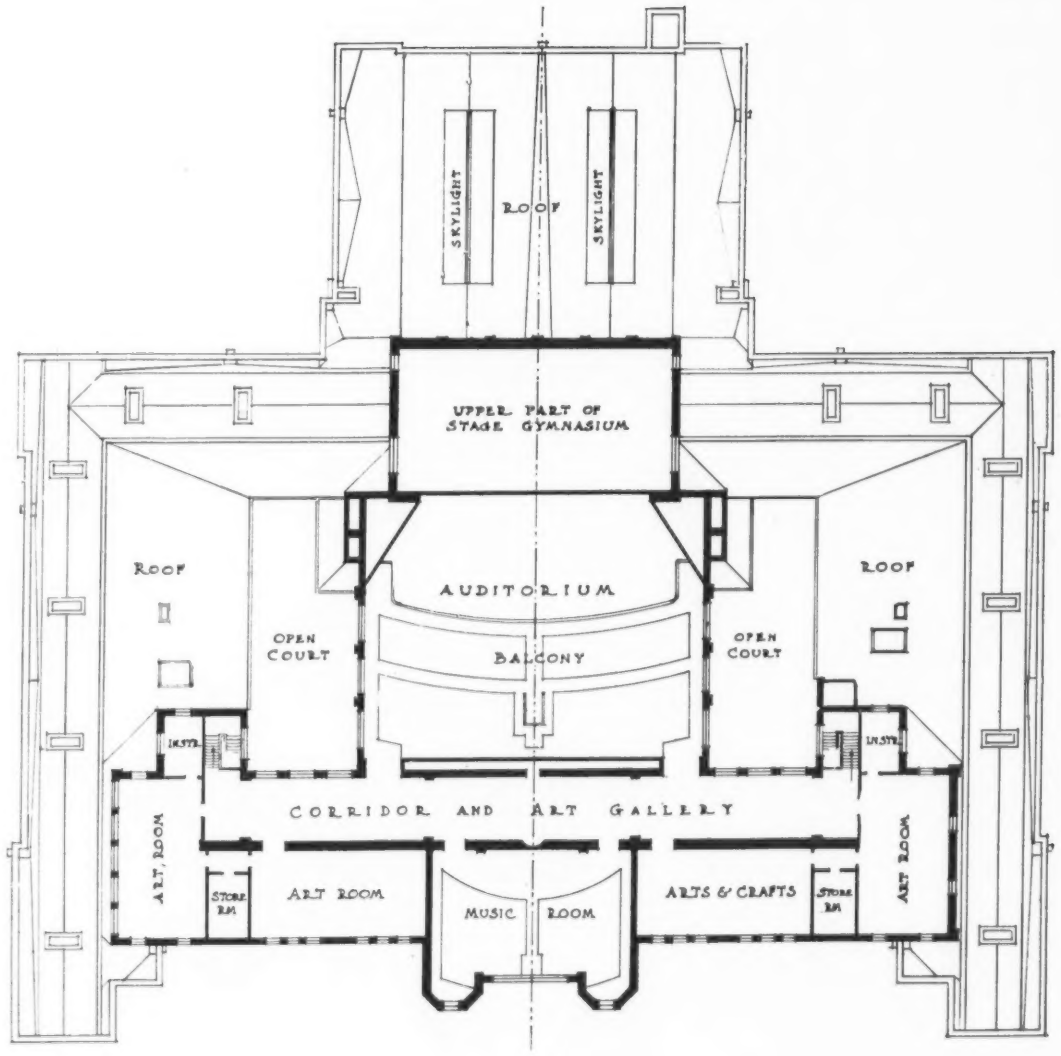
FIRST FLOOR PLAN

GROVER CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.

WM. B. ITTNER, ARCHITECT



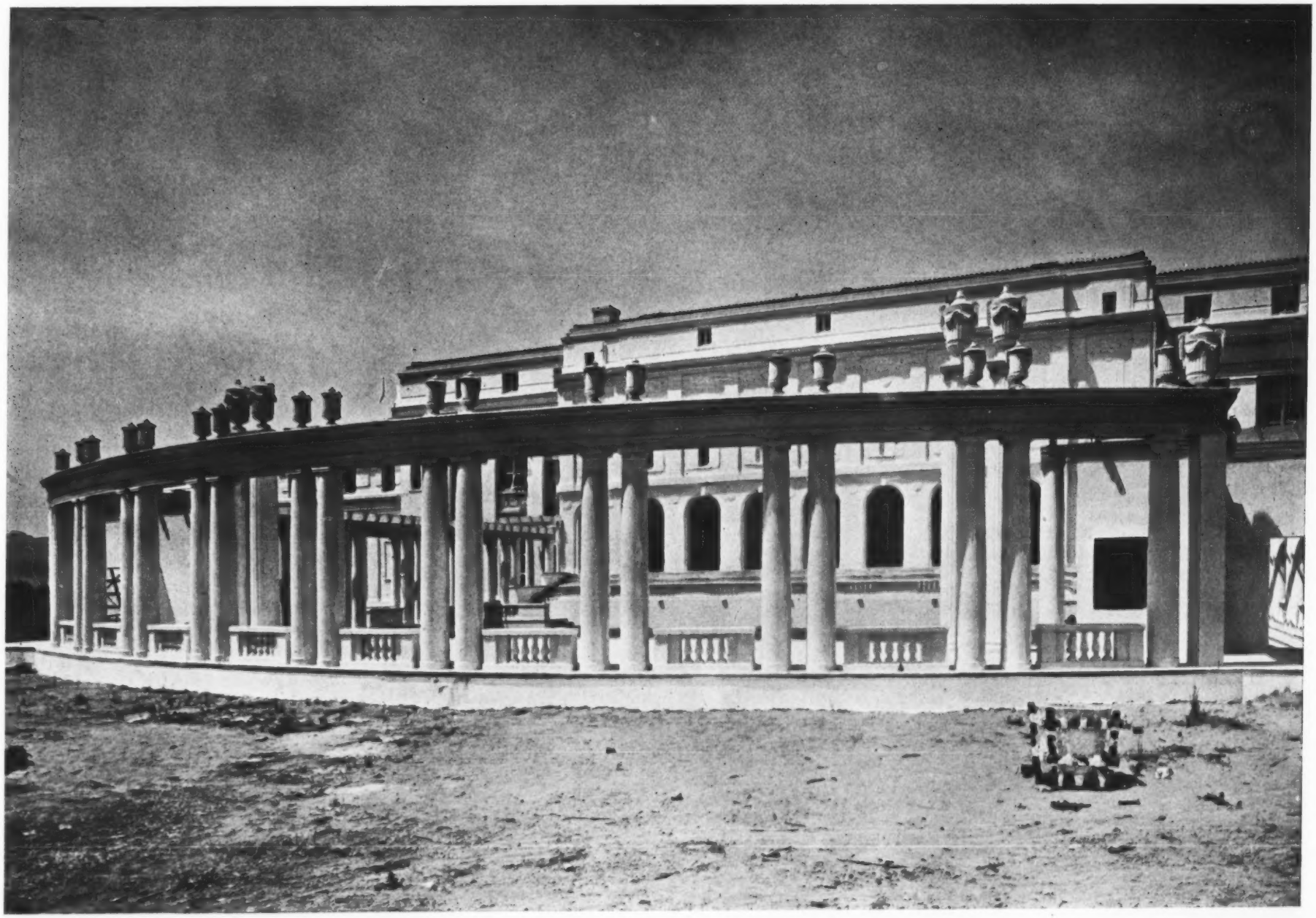
SECOND FLOOR PLAN



THIRD FLOOR PLAN

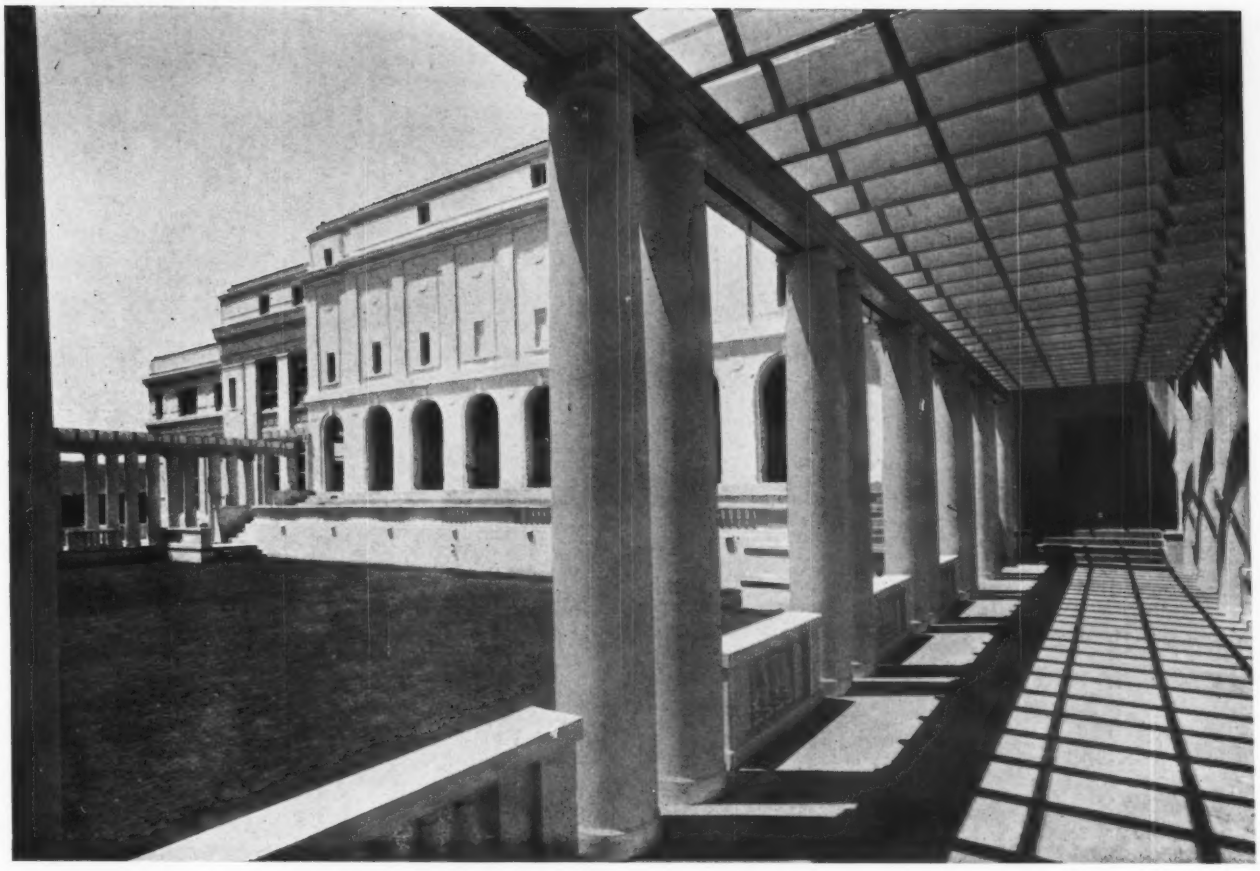
GROVER CLEVELAND HIGH SCHOOL, ST. LOUIS, MO.

WM. B. ITTNER, ARCHITECT

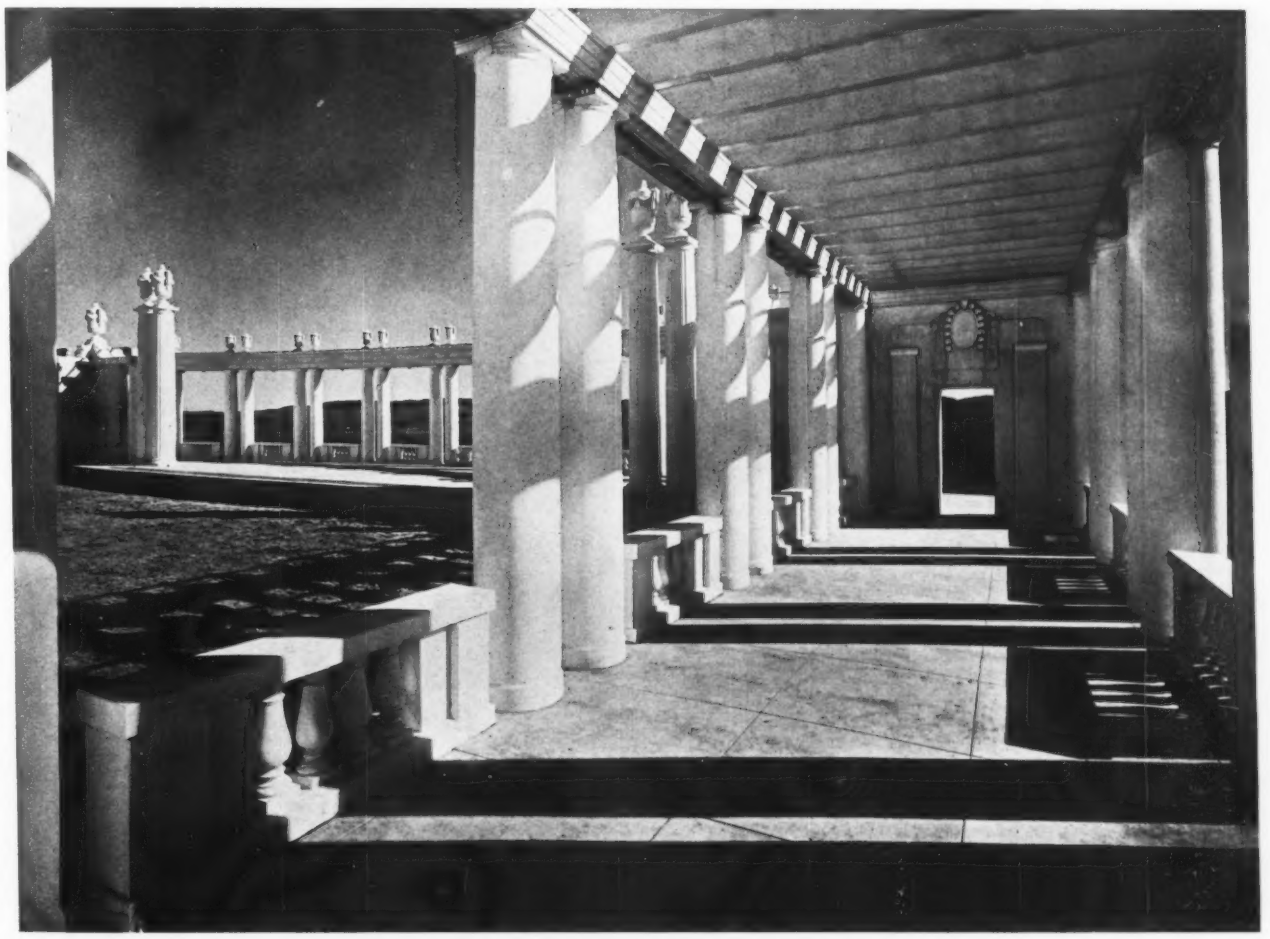


GENERAL VIEW, OPEN AIR AUDITORIUM, OWENSMOUTH HIGH SCHOOL, LOS ANGELES
HENRY HARWOOD HEWITT, ARCHITECT

DETAIL, OPEN AIR AUDITORIUM, OWENSMOUTH HIGH SCHOOL, LOS ANGELES
HENRY HARWOOD HEWITT ARCHITECT



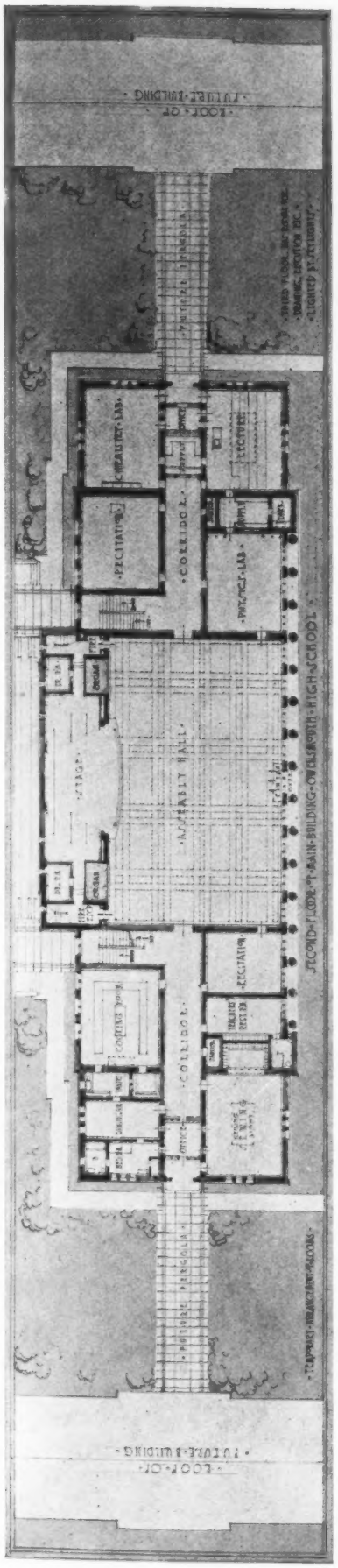
LOOKING ACROSS THE PIT, OPEN AIR AUDITORIUM



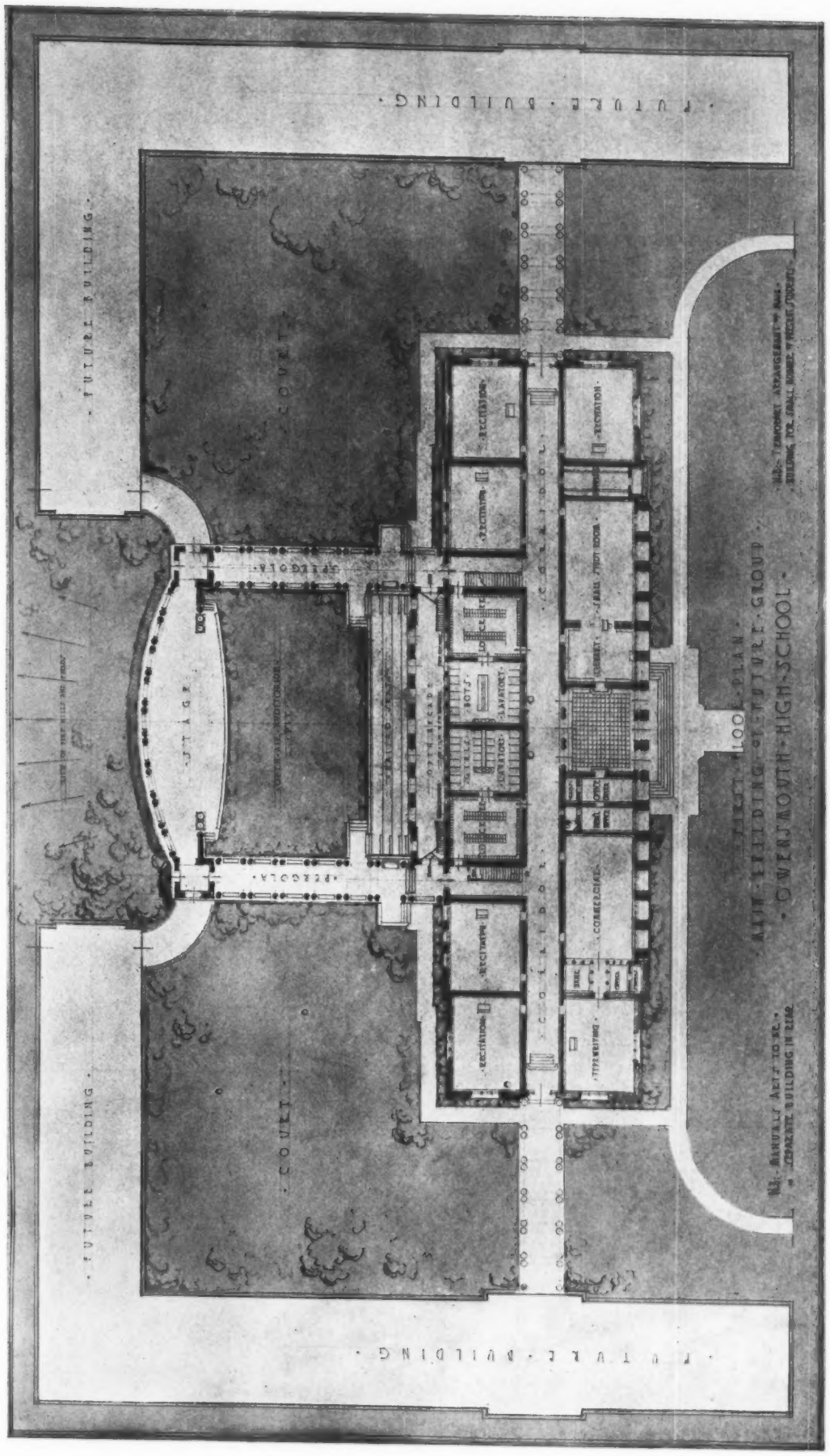
ONE OF THE PERGOLAS, OPEN AIR AUDITORIUM

OWENSMOUTH HIGH SCHOOL, LOS ANGELES

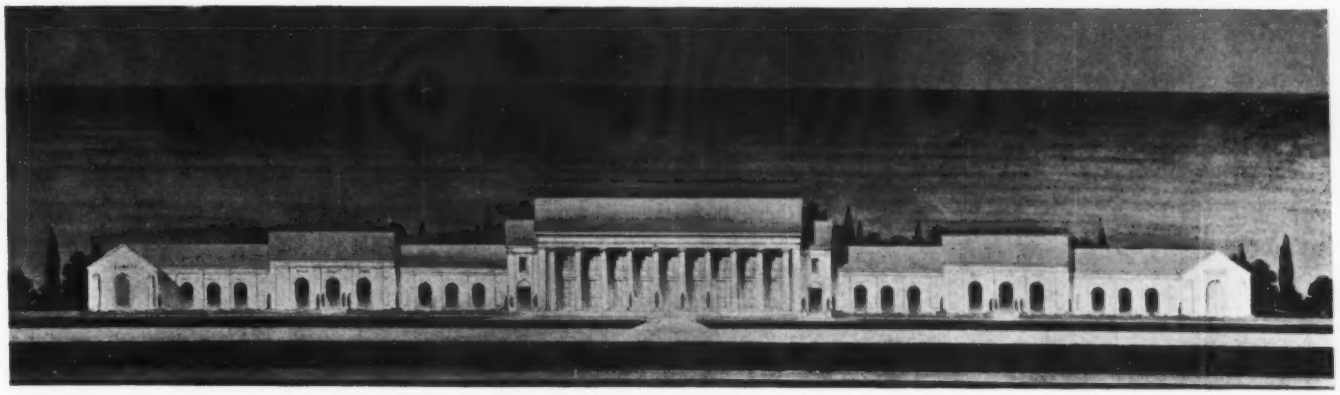
HENRY HARWOOD HEWITT, ARCHITECT



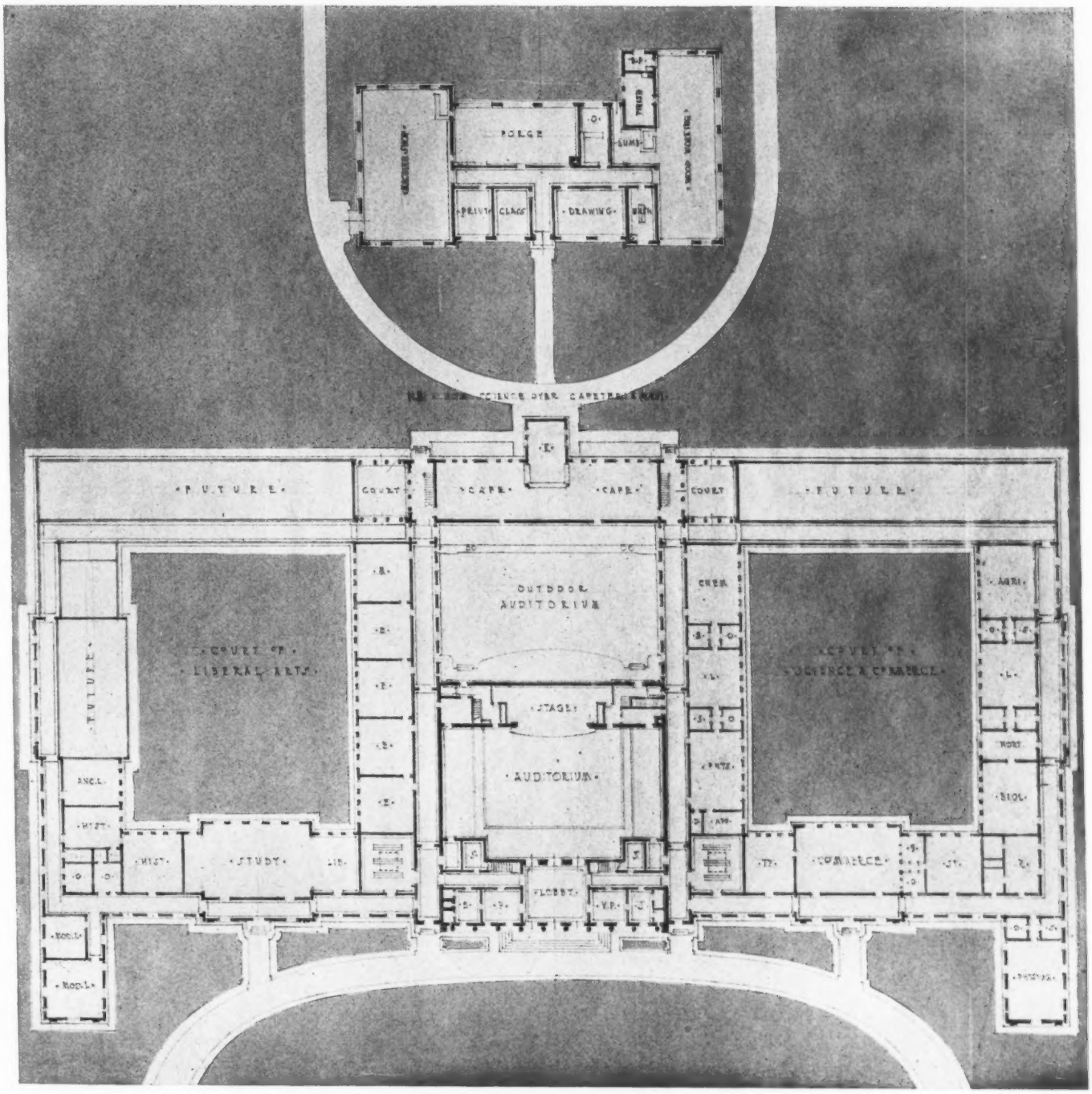
SECOND FLOOR PLAN



FIRST FLOOR PLAN
MAIN BUILDING OF FUTURE GROUP, OWENSMOUTH HIGH SCHOOL, LOS ANGELES
HENRY HARWOOD HEWITT, ARCHITECT



FRONT ELEVATION



MODESTO HIGH SCHOOL, MODESTO, CAL.

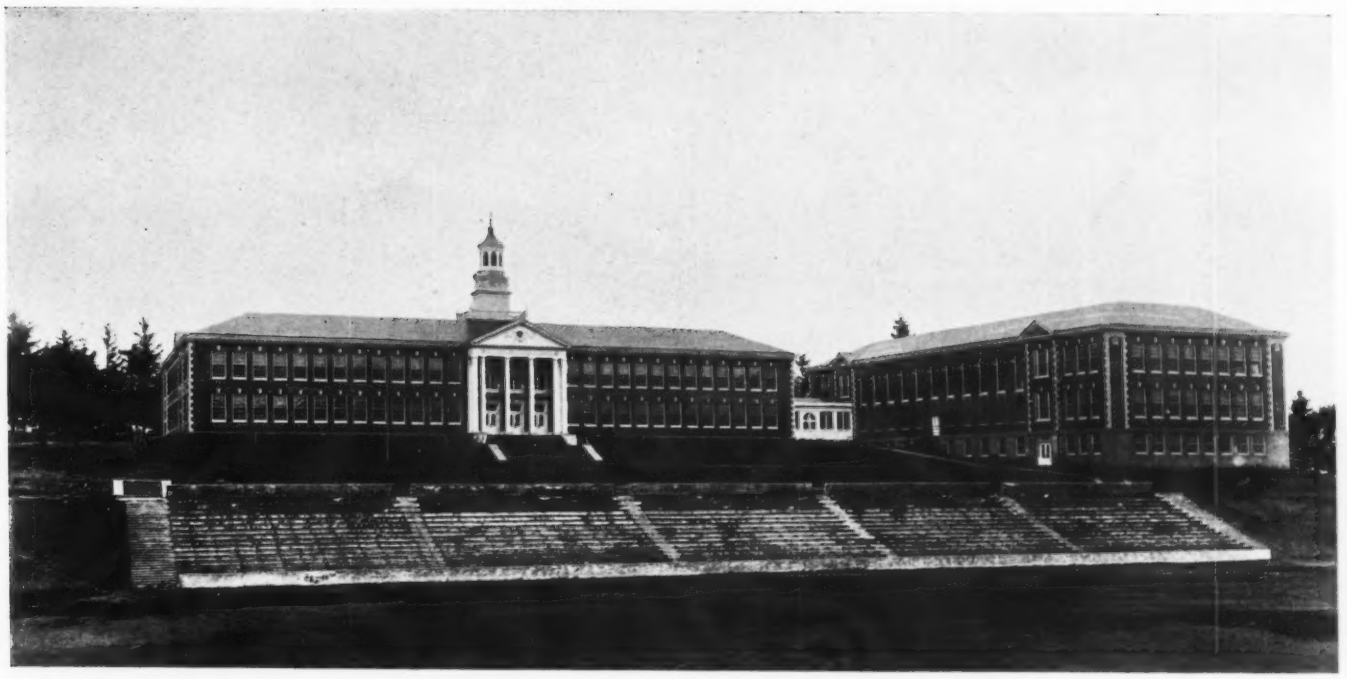
DeREMER & HEWITT, ARCHITECTS

SOUTH COURT OF MAIN BUILDING

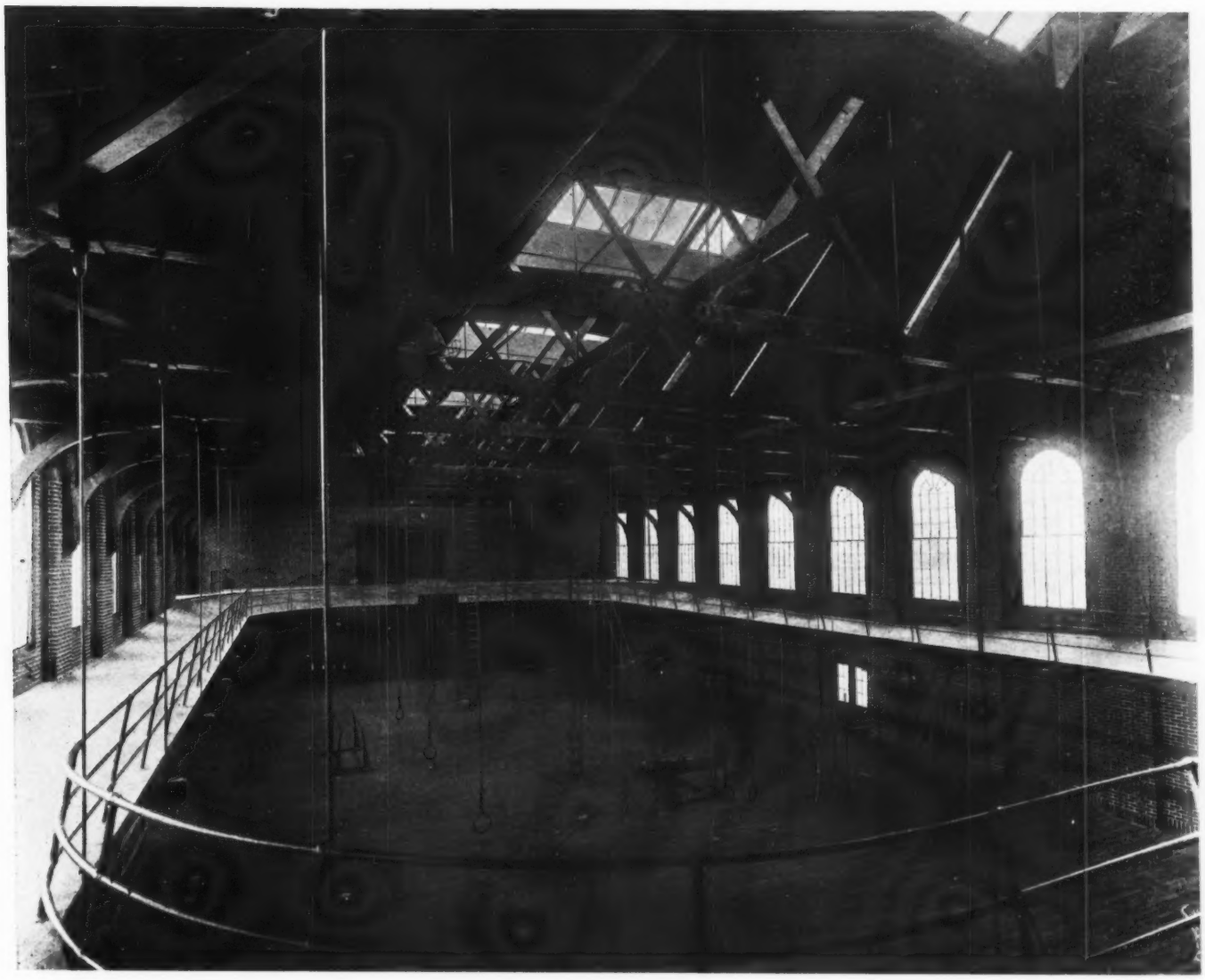
FRONT ELEVATION MAIN BUILDING

BENJAMIN FRANKLIN HIGH SCHOOL, PORTLAND, ORE.

F. A. NARAMORE, ARCHITECT



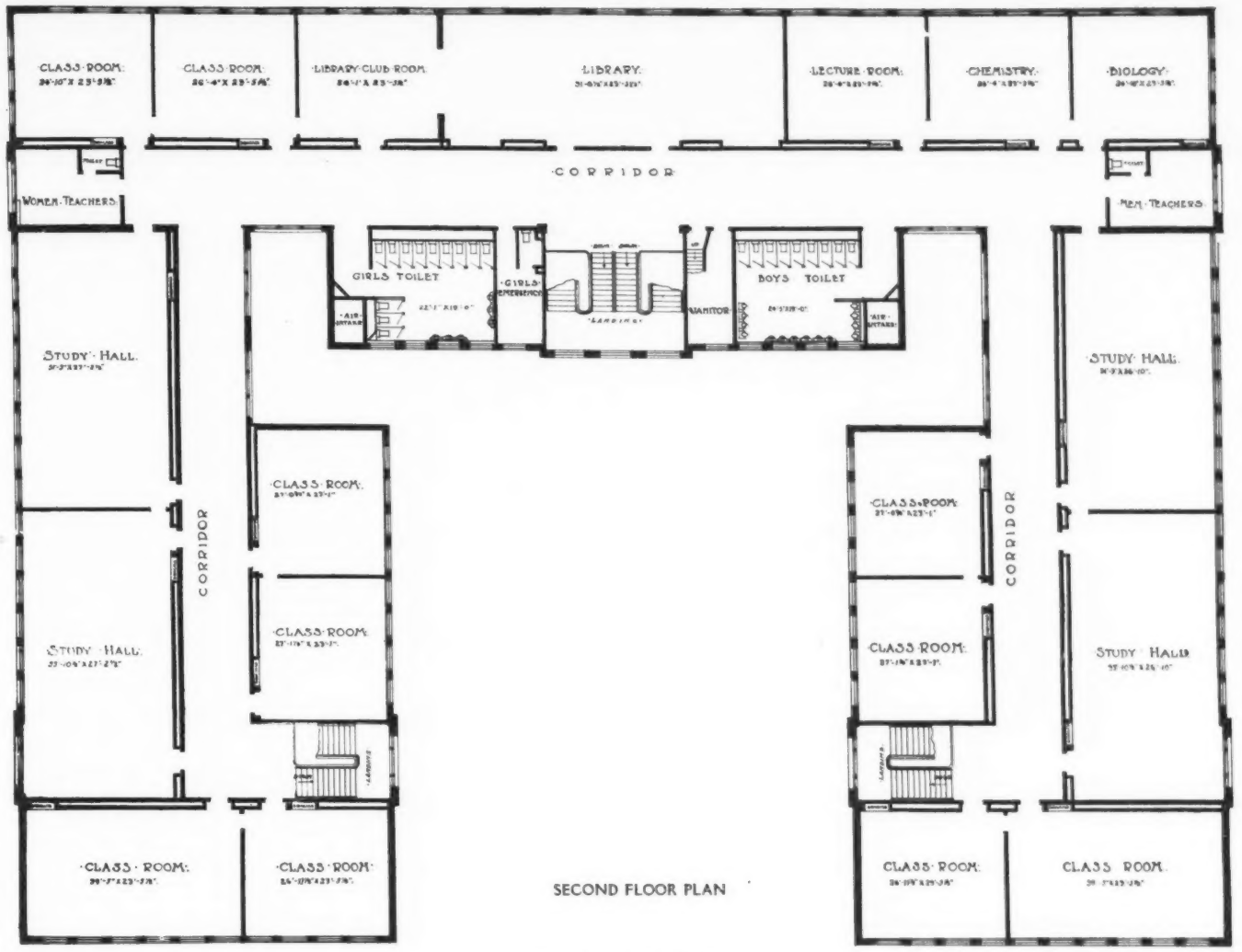
MAIN AND GYMNASIUM BUILDINGS



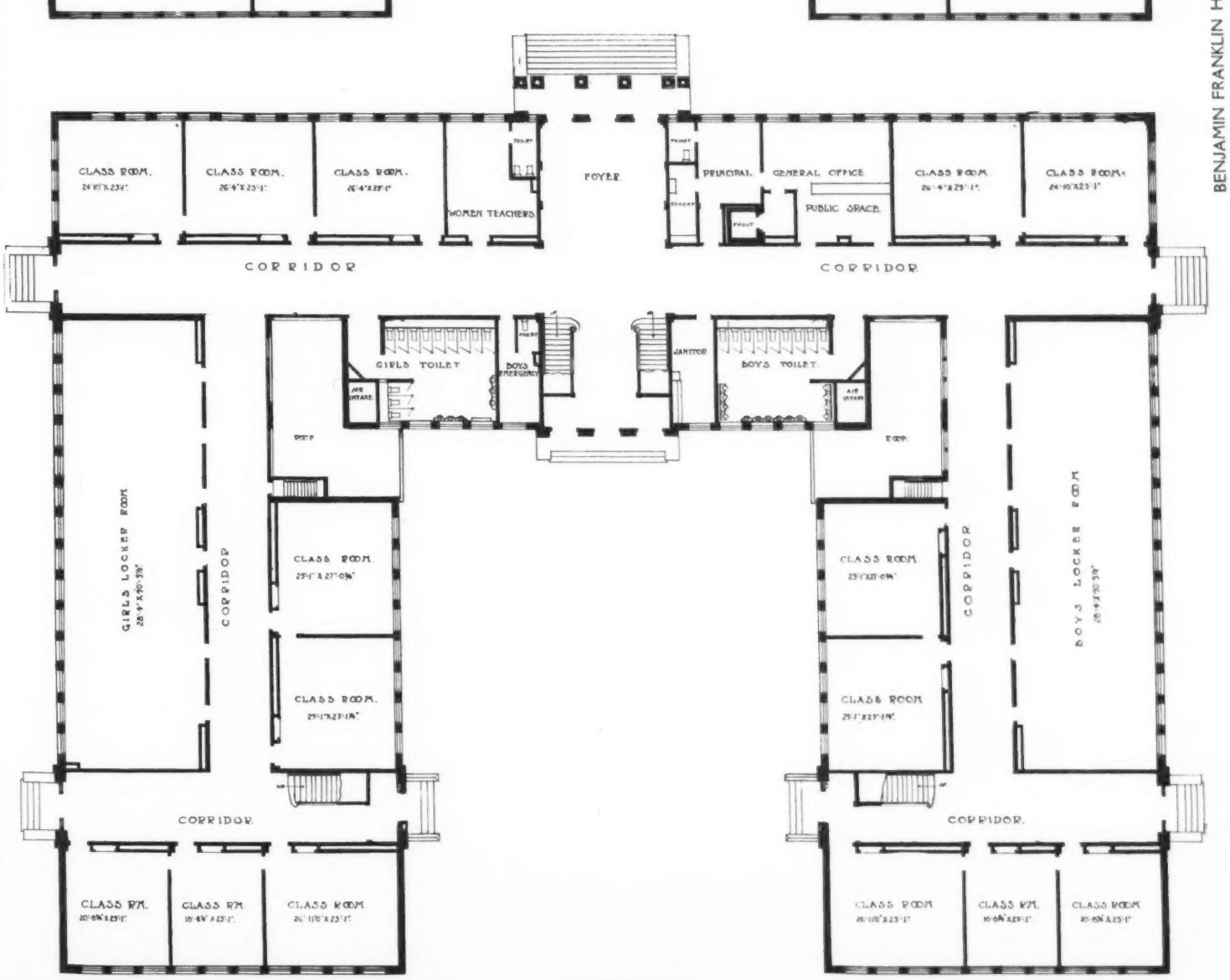
GYMNASIUM

BENJAMIN FRANKLIN HIGH SCHOOL, PORTLAND, ORE.

F. A. NARAMORE, ARCHITECT

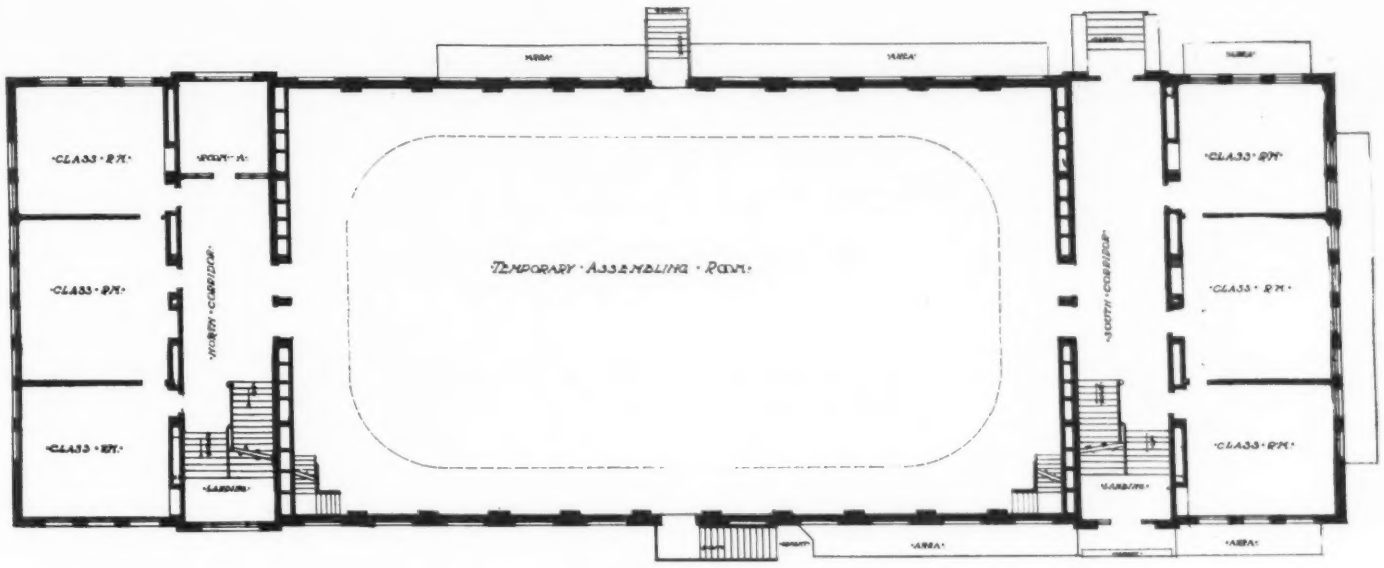


SECOND FLOOR PLAN

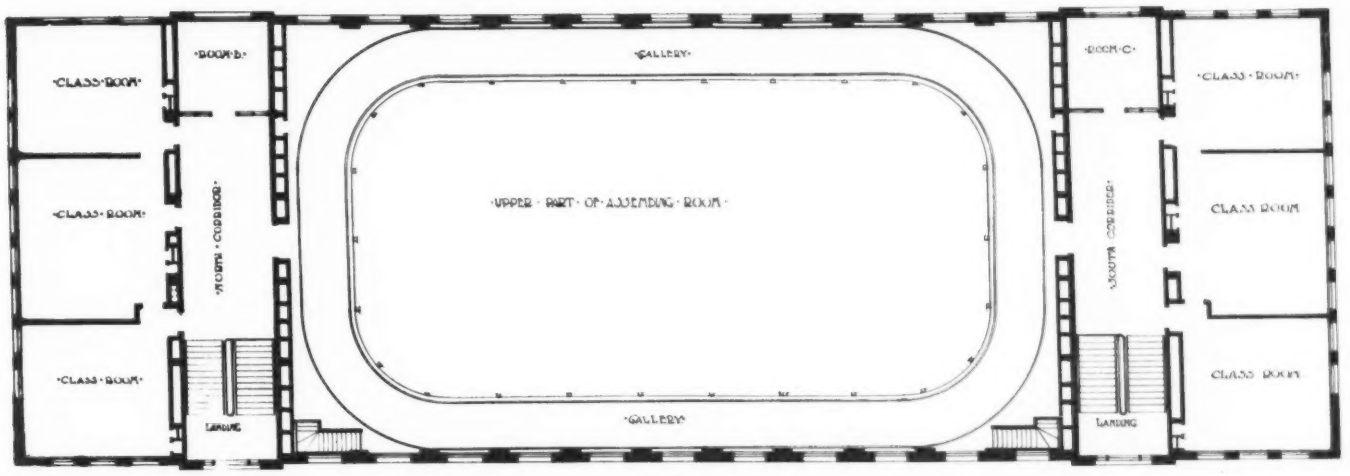


FIRST FLOOR PLAN

BENJAMIN FRANKLIN HIGH SCHOOL, PORTLAND, ORE.
F. A. NARAMORE, ARCHITECT



FIRST FLOOR PLAN



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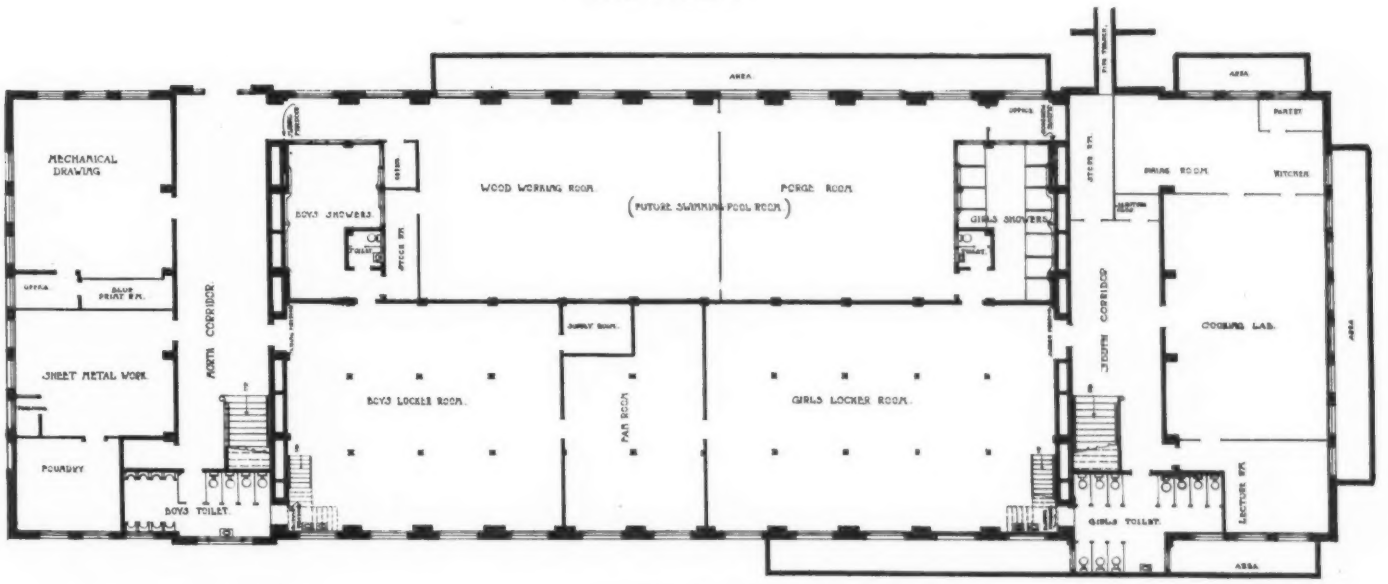
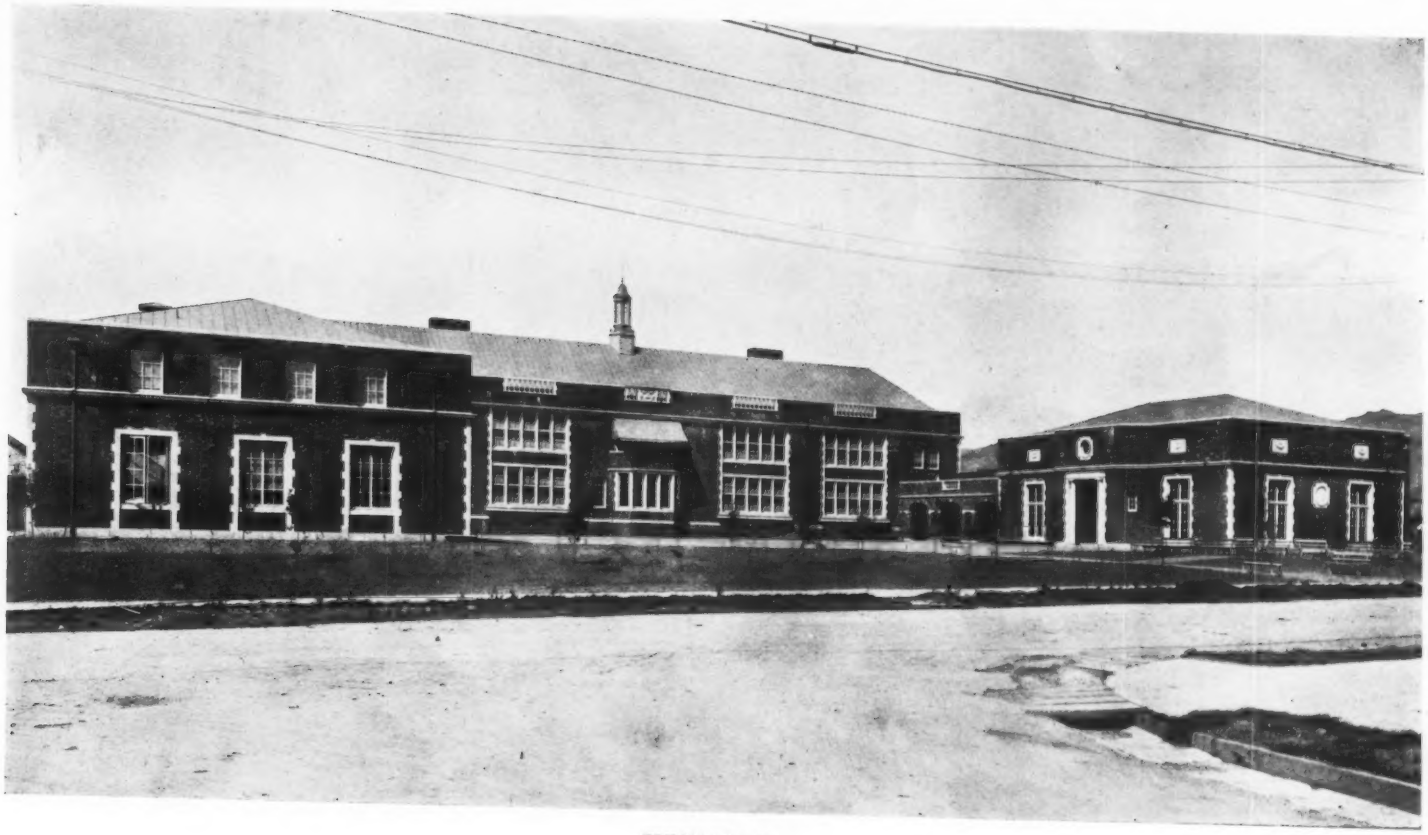


BASEMENT PLAN

MANUAL ARTS BUILDING, BENJAMIN FRANKLIN HIGH SCHOOL, PORTLAND, ORE.

F. A NARAMORE, ARCHITECT

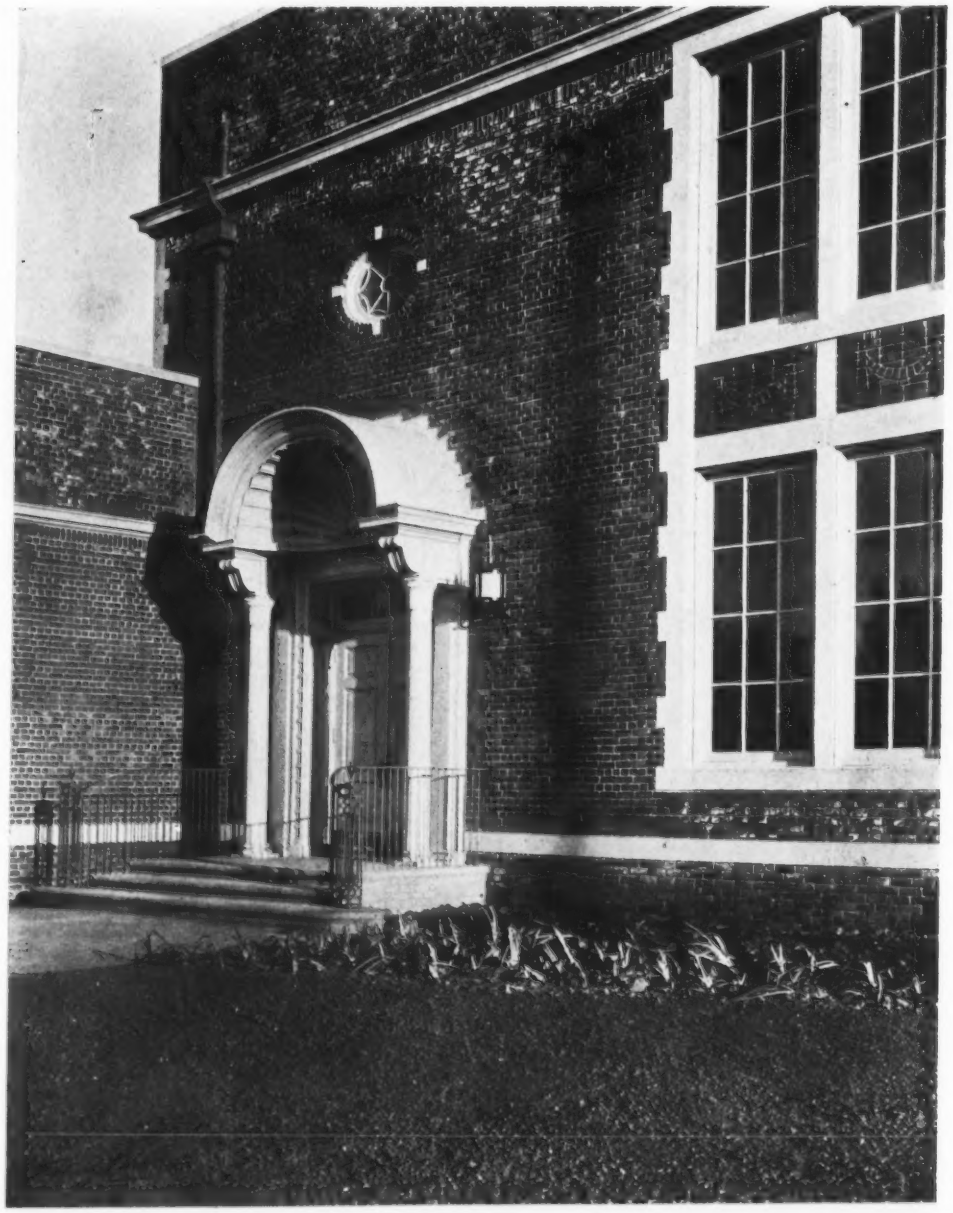


EDISON SCHOOL

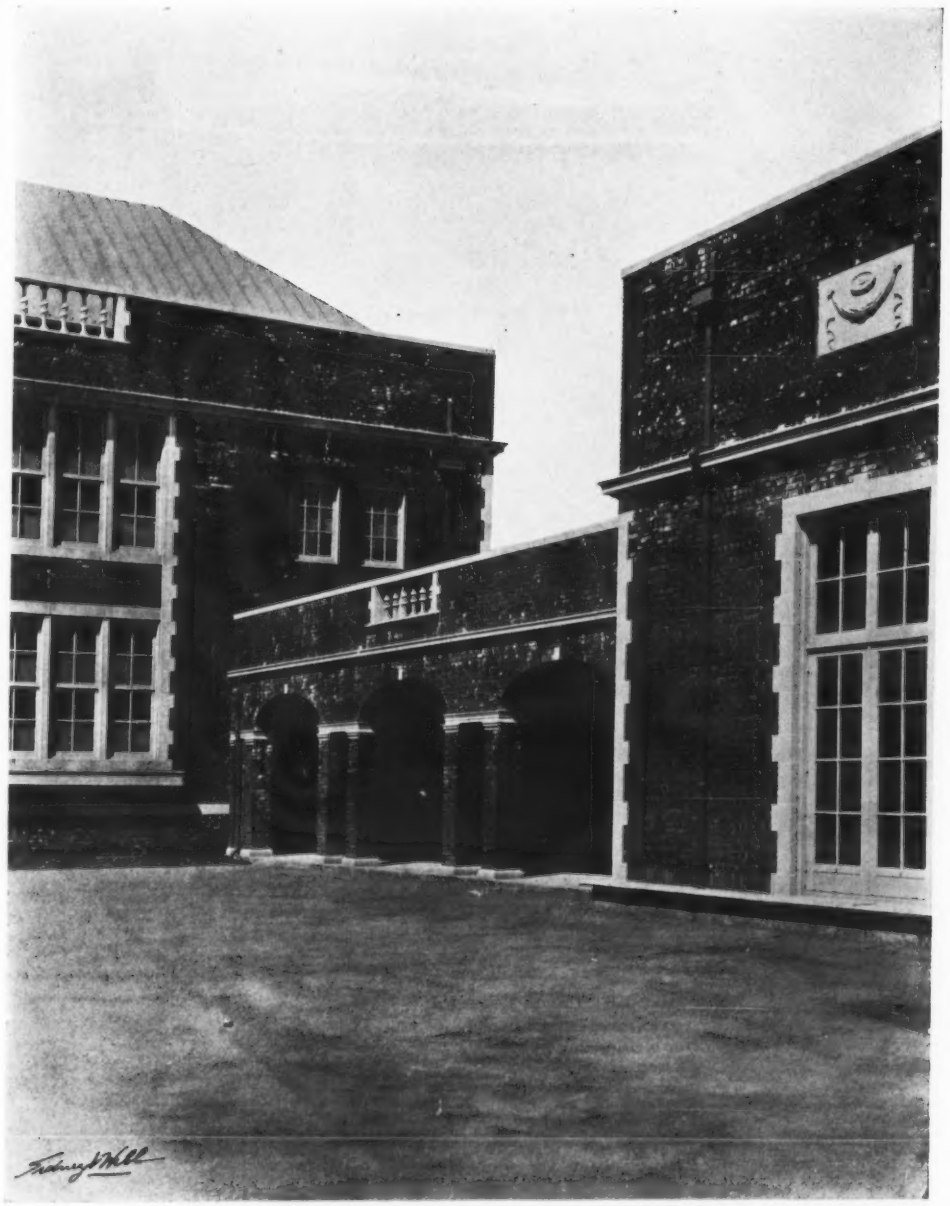
FACADE

EDISON SCHOOL, BERKELEY, CAL.

W. H. RATCLIFF, JR., ARCHITECT

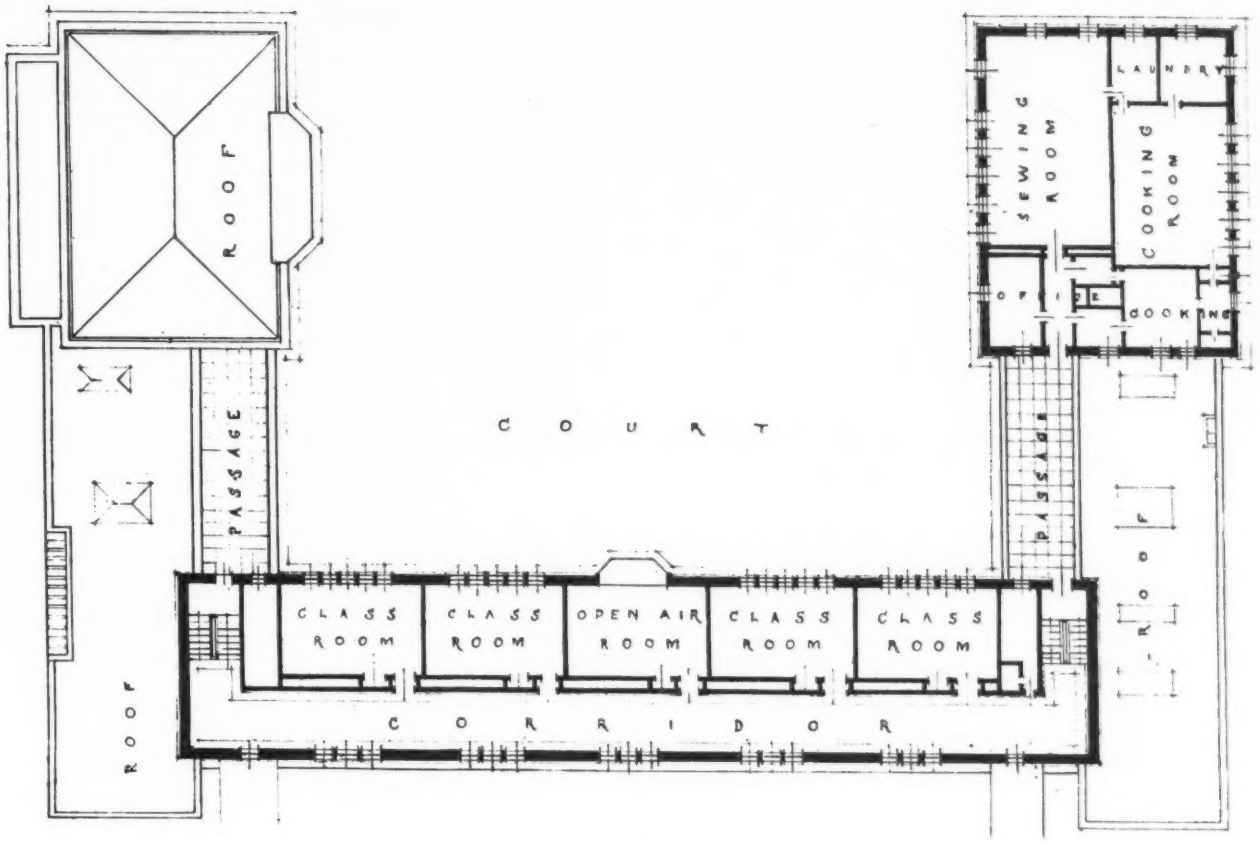


ENTRANCE DETAIL

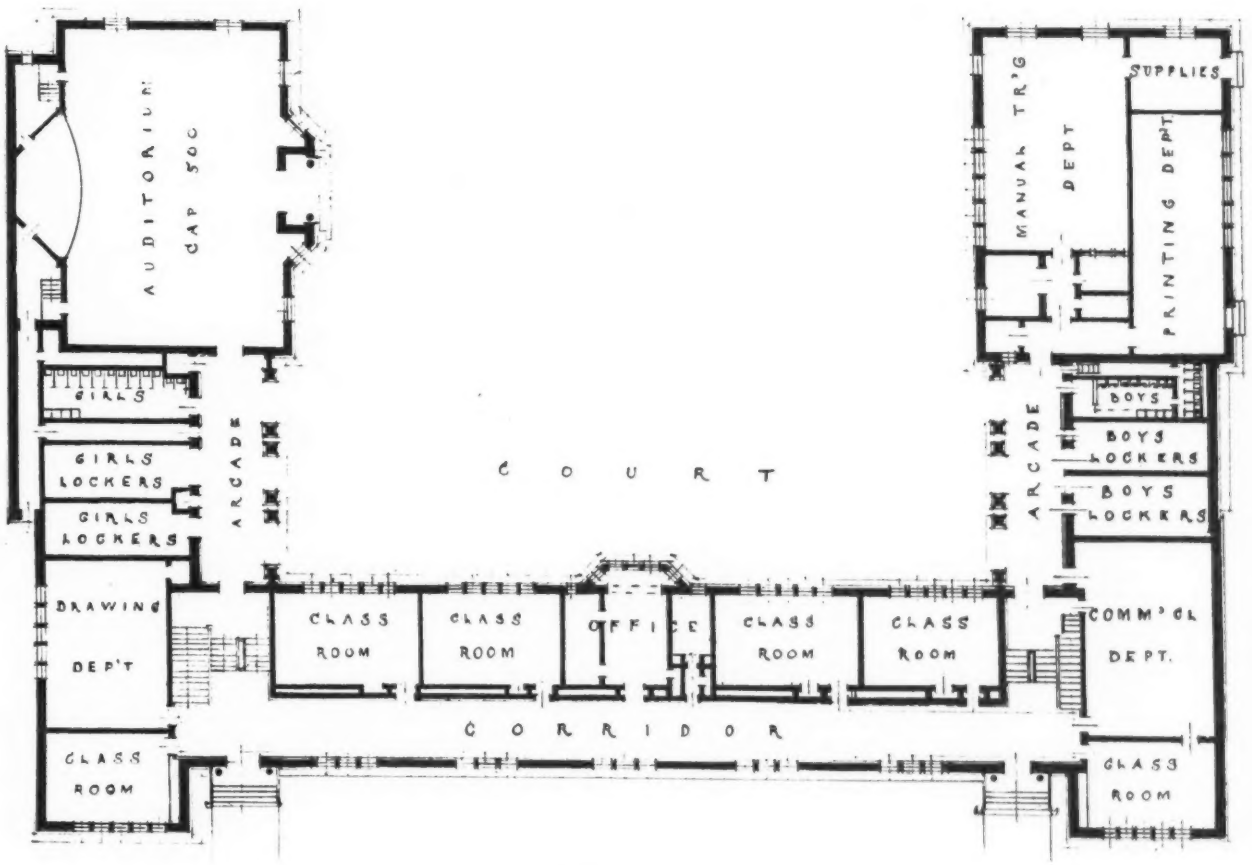


DETAIL

EDISON SCHOOL, BERKELEY, CAL.
W. H. RATCLIFF, JR., ARCHITECT



SECOND FLOOR PLAN



FIRST FLOOR PLAN

EDISON SCHOOL, BERKELEY, CAL.

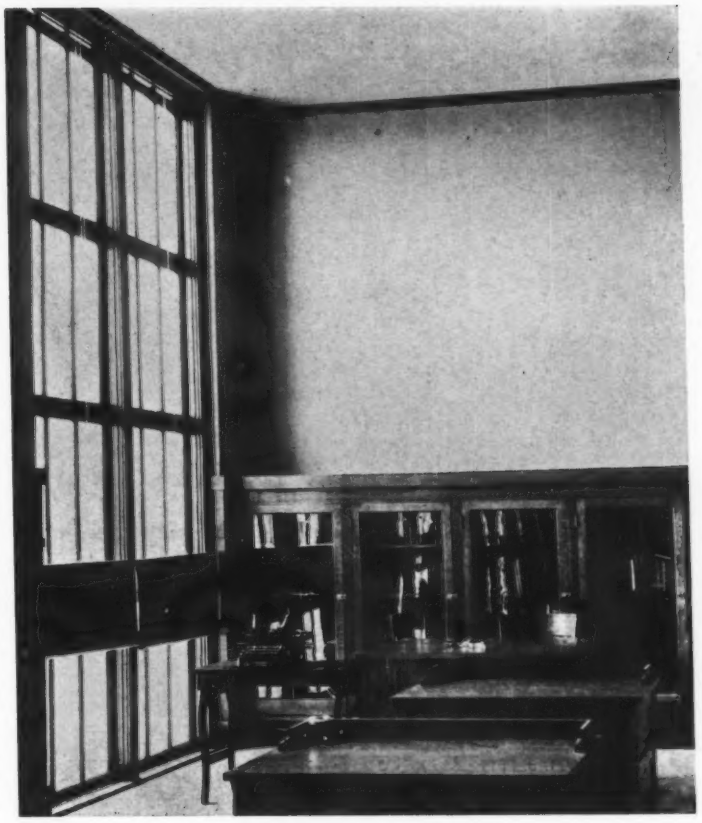
W. H. RATCLIFF, JR., ARCHITECT

tects from whom to make the choice. What then is to be the next step in the process of elimination?

The only scientific way to proceed is to make an intensive study of the work of each architect and of the men themselves. If possible, the trustees should visit and inspect school buildings designed by each of the men and interview, either personally or by letter, other trustees who have had dealings with them. After all of these data have been gathered, it will be possible to construct a "score" sheet for each architect and in that way arrive at a decision.

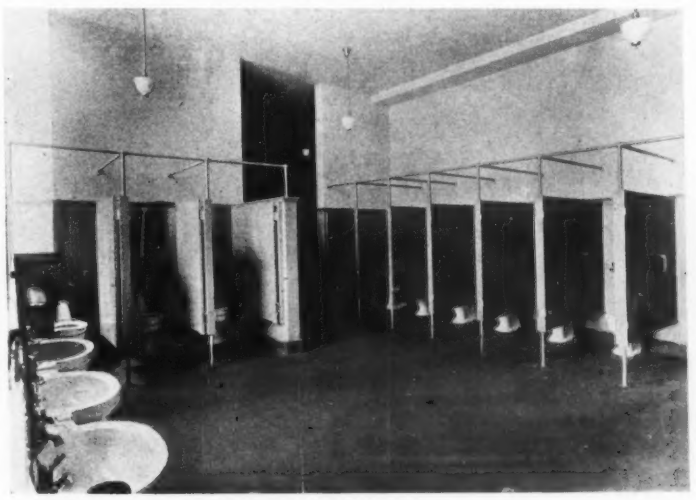
As items on this score sheet, the following may be suggested: Training, practical experience, artistic ability, study of school problems, employment of experts by the architect (electrical engineers, heating and ventilating engineers, etc.), co-operation with board, co-operation with contractor, availability, personality, integrity, reputation, utility in design, economy in construction, plans and specifications.

Much might be written concerning some of these points, but I will refer to only one, the last. When the Palo Alto Union High School Board had before it the task of selecting an architect, each of the three from whom the final choice was made, was asked to submit complete plans and specifications of some school designed by him and actually constructed. These plans were studied very carefully by the members of the board, and also by a commission of three consisting of two contractors and an engineer. This commission was asked to report to the board the results of its investigation. To the layman all plans are much alike, but there really may be great differences in them. Some plans are so drawn that the contractor may often be in doubt as to just what is meant and may have to spend a great amount of time finding the particular information he is looking for. It is possible, however, to draw plans in such a way that there can be no question as to what is meant, and to so index them that all details and information may be readily found. Specifications also may be too brief and, therefore, inaccurate, indefinite and insufficient. On the other hand, specifications may be too long, profuse, wordy and, therefore, also indefinite and unsatisfactory.

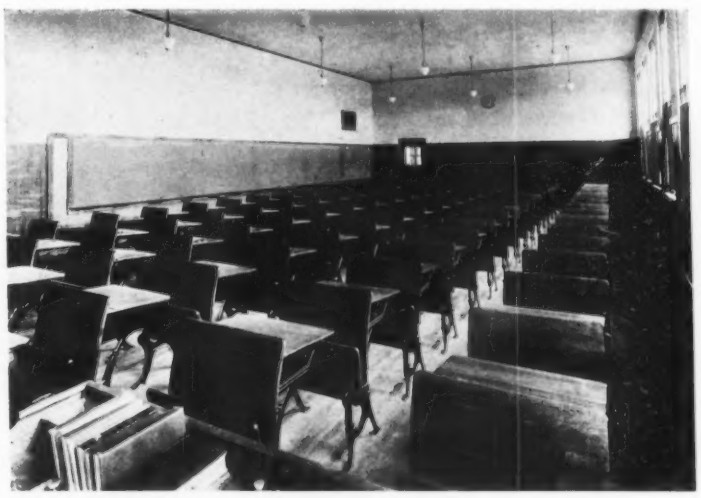


A Corner of the Library, Owensmouth High School, Los Angeles
HENRY HARWOOD HEWITT, Architect

The space allotted me by the editor has already been more than used, so I will close with the hope that these few suggestions, from one who has been through the mill twice, may be of some small service to school boards confronted with the very important problem of selecting an architect for their new building.



Typical Girls' Toilet Room, Benjamin Franklin High School, Portland, Ore.
F. A. NARAMORE, Architect



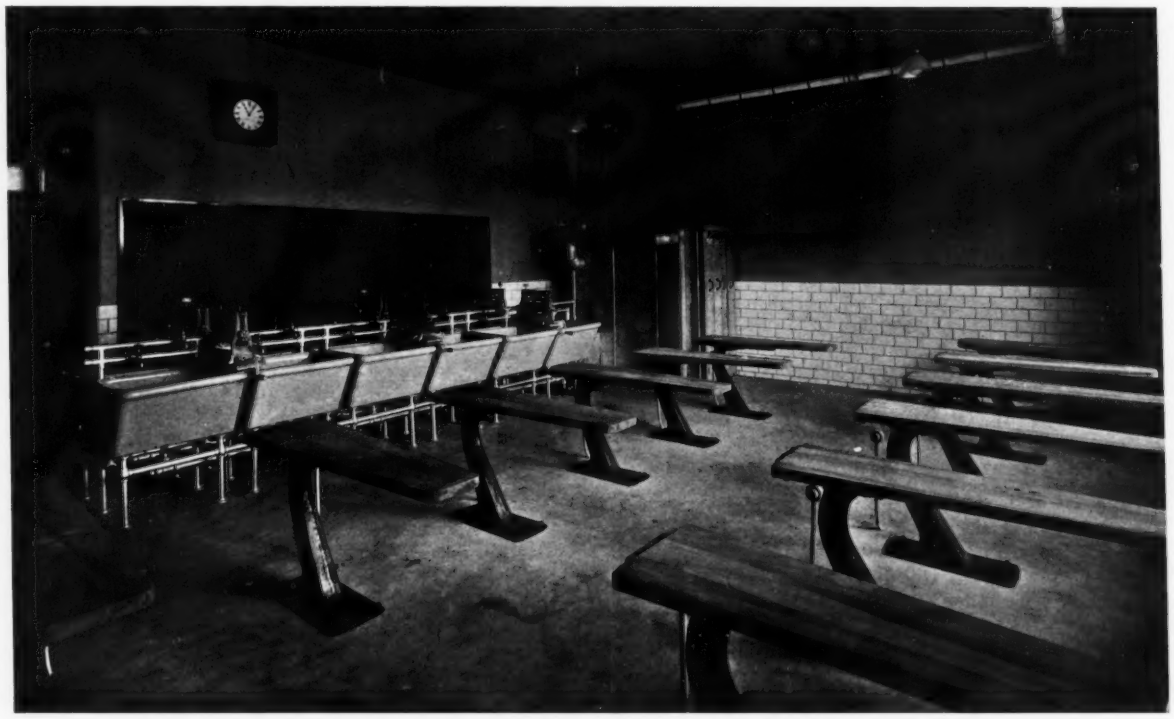
Typical Study Room, Benjamin Franklin High School, Portland, Ore.
F. A. NARAMORE, Architect

COOKING ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

School Architects and Their Relation to Boards of Education

By O. M. PLUMMER*

FOUR years ago when I came on the Board of Education, my only experience, so far as having to do with construction and buildings, was in our rough stock yards work and in my two experiences at home buildings. Out of my experience in the building of a home I was given a very good idea of what the architects must be up against. I had what was supposed to be a "perfectly good," responsible contractor—he admitted it himself—and I am a great hand to believe that everybody is fair until I find out otherwise. I lived on that job day and night for about six months (the house was to have been finished in 120 days). Almost as fast as the carpenters could put up a piece of work I could get it torn down. The man spent dollars and dollars, fiendishly, it seemed to me, trying to do the wrong thing. Everything must come to an end, so finally I had my house—after a fashion—a good, strong, serviceable building. With this experience staring me in the face, you can imagine I sympathized pretty keenly with our Architect and Superintendent of Properties in his daily battles with the numerous contractors. I was fully aware of the fact that I knew practically nothing about construction. I thought I knew we had a capable, honest man as architect and one who would hew to the line, letting the chips fall somewhere. I also thought that he had under him high-class inspectors. This opinion was borne out by re-



LAUNDRY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

*President School Administration Department National Educational Association, Member Board of Education, Portland, Ore.

ports brought to me by dissatisfied contractors, who were all the time complaining that the architect and his assistants were too severe; that they wanted something too good; that they would not allow them to substitute "something just as good"; that the taxpayers were paying too much money for their buildings on account of their severe specifications. Contractors threatened to quit their work on account of severity of inspection, but they never did. All of this proved to me that our people were paying strict attention to their business. It is true I try to confer with our architect in matters of complaints, just to see if, perchance, he overlooked anything. As a rule I insisted upon the contractor going with me before the architect, in case he wanted to make any prolonged complaint. Very few of them cared to go.

CHEMISTRY LABORATORY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

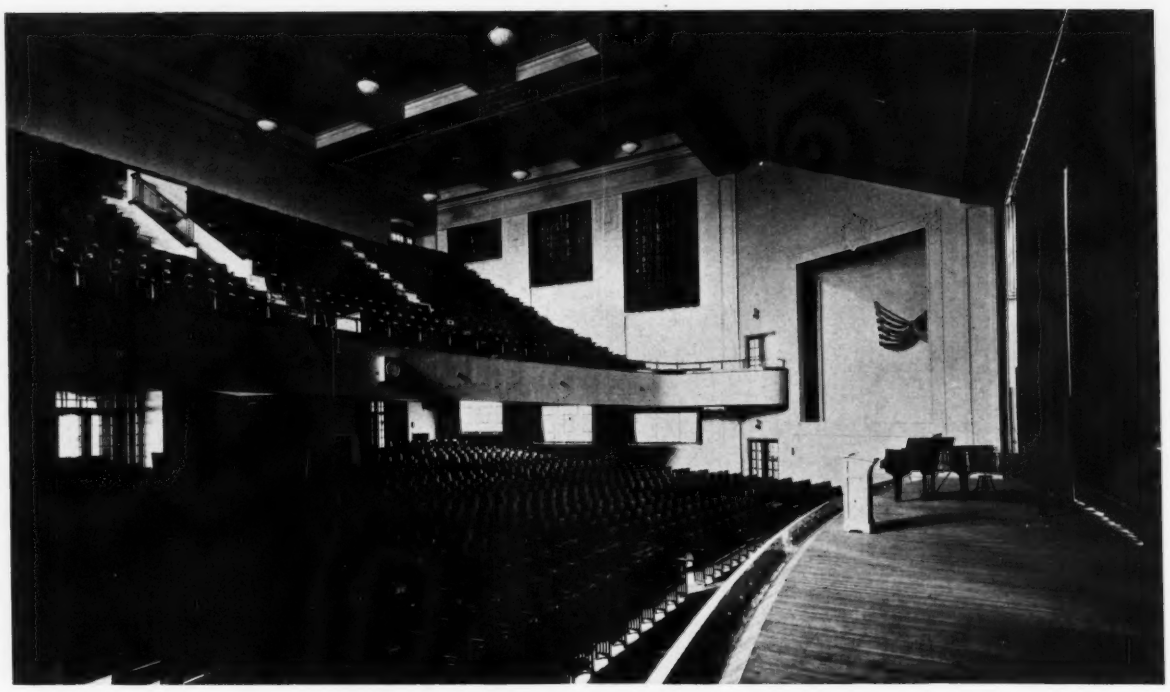
It seems a very peculiar thing to me that a contractor will bid on a piece of work on which the specifications and blue prints are unusually full, when he knows from past experience and is told by the Board of Education and the architect that he will be expected to live up to all the rules and specifications to the letter, and then think that he is going to be able to do the job in his own way, with his own material and practically his own specifications, and get away with it.

Two years ago at the session of the Legislature, a committee of contractors came before the Ways and Means Committee trying to have a law passed, giving local contractors certain privileges. They testified before that committee that the architect of our district was getting $1.10 worth of buildings for every $1.00 paid them. Their idea apparently was that we should get six bits' worth of work for every $1.00 paid out. I told the committee that this was about the best bit of testimony I had ever heard.

PHYSICS LABORATORY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

It seems to me that the position of an architect is

very similar to that of superintendents of schools along construction lines. We back our Superintendent of Schools in his selection of teachers and in his course of study, and everything having to do with the educational end of the business; therefore the same attitude should exist as regarding the architect's position. He is a man who has given years of study to the proposition and one who deals particularly in schoolhouse construction.



AUDITORIUM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

He has before him at all times the best that has been accomplished in other cities. My observation has been that school architects are very glad to "swap" ideas. He tries in each school to give it a personality and not erect over the entire city schools of exactly the same outward appearance.

The Board's duties, it seems to me, pretty largely end when they have secured the grounds and decided about the number of children they wish to house in a particular building. The superintendent of schools, the architect and the principals then confer and try to frame up floor plans which will handle the work to the best advantage, after which the architect tries to clothe it in something which will be pleasing to the eye. It is barely possible that the architect is sometimes too expensive in his tastes, that he wants to construct too well. Experience with old wooden buildings, put up during an era of cheap construction, when school systems were considered "easy money," makes of me an advocate of the best it is possible to get in the way of construction.

The leader of one of our labor organizations called me not long ago and stated that in his opinion, no city in the United States was getting, or could get, better construction than that done here in Portland under our present architect.

MUSIC ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

It is true that building committees and boards of education usually go over with the architect pretty thoroughly the plans for new school buildings, more, I think, for their own personal satisfaction than from any idea that they can add much to the already com-

CONSERVATORY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

prehensive outline. After the bids are awarded and contracts are made, the board member's biggest duty is to back up the architect in seeing that plans and specifications are carried out.

Not always should contracts be awarded to the lowest bidder. Experience has shown us that it is unwise to give a second contract to a man who has been a thorn in the flesh during the construction of a previous job. I remember well a man who had just finished up a $175,000 building, with whom the architect had scrapped religiously for the eight or ten months of its construction. He was always wanting to do something different, but "just as good." He would use material that he was told not to use and be mortally offended when he was compelled along at the end of the contract to replace it. This man had the lowest bid on another $175,000 job within three months after finishing the first job. We turned him down flat and he nearly had apoplexy, but it did him no good. This experience taught him a good lesson, however, for about a year after when we awarded him a contract on a small school he did fairly good work.

I remember a painter who came before the Board at one time and told of the poor work some other contractor had done on the building. He was apologizing for his profession. Afterwards on a small contract we gave him, we discovered he was using 50 per cent earth in his paint. This man gets no further contracts regardless of his bid. We had another man who was always bidding upon specifications of his own, stating that his plans were much better than the architect's. We eliminated this gentleman for a couple of years and he is now in line.

Nothing quite so quickly takes the heart out of an architect as to have a contractor discover that he can go to a member of the Board and override the superintendent's orders, and it should never be done. If any very vital changes need to be made for any reason, there should be a joint consultation and the con-

LIBRARY, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, Architect

tractor should feel that it came as a recommendation of the superintendent's and not from the Board. Building committees like to feel that they have complete specifications and plans and that there will be very little extra change work entailed.

Those of us who have built small homes know of the great number of changes we make in our own plans, even in these small constructions, and therefore realize the impossibility of putting up a building, costing from two hundred thousand dollars to half a million without having a considerable number of changes during the course of construction. The architect should feel that he can always go to his building committee and point out where he could make a change to advantage and to feel that they will authorize the change. It would be a very bad thing indeed if a superintendent was so held to his specifications and blue prints as to compel him to put in something that he had discovered to be out of line. Apparently no building committee should expect a building to be complete within the time limit. I think it is safe to say that this is usually exceeded by at least fifty per cent. There are so many conditions of weather and material delays, labor questions, that it is almost out of the question to complete a structure in the given number of days. Seems to me to be very unwise to attempt to rush construction for any particular opening, for the reason that contractors are more or less inclined to ease up on the class of their work and it is almost necessary to let it pass. A few years under a good, honest, consistent superintendent of properties is a liberal education to the average general contractor. He discovers after a few sad experiences exactly what is expected of him and he does it the first time without any attempt at evasion. We presume that the majority of contractors are good, honest citizens at heart, but they have been led to look upon school work as something different from ordinary industrial work. They have felt that there were strings that might be pulled, politics that might be worked. The city that has grown out from under that feeling has advanced a long way along the right lines.

The architect who can hold down a school job through several administrations is a man who can usually go out in private life and do much better for himself. In many cases it is loyalty and pleasure in the school work which make it possible for him to undergo the strain of injustice, criticism and abuse which are heaped upon him. His reward comes perhaps years afterwards when his well-constructed buildings become the show places of the city and the visitors are shown the beauty of architecture, their wearing qualities and other commendable features. No class of architecture, apparently, presents more problems than that of school work, and it seems that school boards should insist on such architects handling their business and not expect to get so good a result from a man who deals in general construction. School house problems are entirely different from those which confront the ordinary architect. It is a study of years and years, and never ends. The most hopeful sign of recent years is the appointing of a committee of architects under Frank Irving Cooper, of Boston, to prepare a program of school-house standardization to be given as a part of the school administration department of the National Educational Association. An ultimate aim of this committee will be to bring together all of the best usages regarding

LUNCH ROOM, GROVER CLEVELAND HIGH SCHOOL
WM. B. ITTNER, ARCHITECT

(Continued on page 206)

Current Notes and Comments

Precedence does not guide the Pacific Plumbing Fixtures Companies.

In the last few years these companies have grown from an organization employing about a hundred men and selling only in California, Oregon and Washington to their present size—doing an international business.

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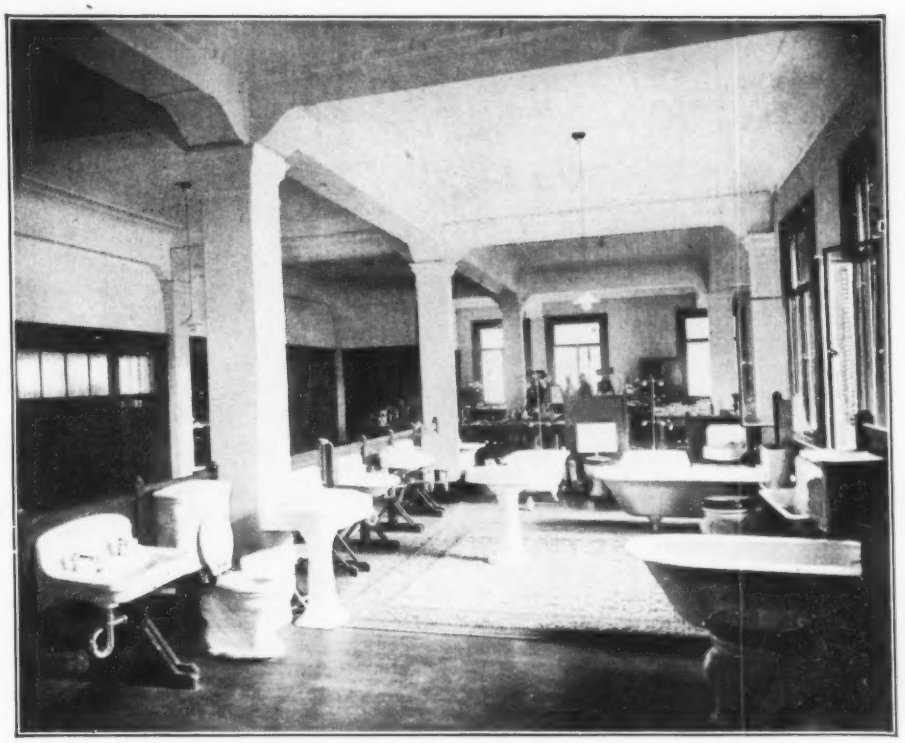
These illustrations show the sales force and the show room of the north China representative, The American Sales Corporation of Shanghai.

The American Sales Corporation is typical of the firms that represent the Pacific Plumbing Fixtures Companies throughout the Orient, and enable them to dominate.



Show Room of the American Sales Corporation of Shanghai, North China. Representative of the Pacific Plumbing Fixtures Company

Sales Force of the American Sales Corporation of Shanghai, North China, Representative of the Pacific Plumbing Fixtures Company

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THE ARCHITECT

VOL. XIV. SAN FRANCISCO, SEPTEMBER, 1917 NO. 3

Editorial.

THE editors take pleasure in announcing four School House issues of THE ARCHITECT, of which this one is the first. The others, coming out in October, December and February next, will cover this important subject in considerable detail, giving special attention to the general needs, the best methods of achieving them and specific examples of recent achievements in the Western States.

The importance of this subject of schools is hardly possible to over-emphasize at this time. The world conflagration going on has driven and is driving every nation concerned in the war to the conclusion that never before in the world's more recent history has education been more vitally needed, on the one hand, or more seriously menaced, on the other. What with the great exodus from high schools and colleges of thousands of students going into the service of their country, the increased difficulty experienced by parents in keeping the younger ones in school because of the increases in living expenses, the added costs of building operations tending to discourage them and the very subtle and universal tendency among the taxpayers in these changeable times toward letting down on everything but the actual prosecution of the war, this importance is easily lost from sight. But, in each country, those most widely awake to the future have perceived and stood for continued efforts in progressive schooling and school building in order to insure the nations against the losses among the educated youth due to the tolls of war.

There has been an impetus given in England and France, notably, as there will be here in our country, to vocational and specialized training because of the widespread demand for this preparedness as a means of national preservation. Each citizen has been asking himself the questions: "What am I fitted to do in this emergency? What am I trained for?" The result has been a gain in insight into the need for schooling now and in the future and the need to keep alive a special effort to make it possible. So THE ARCHITECT would emphasize the fact that proper sites, buildings and equipment were never more essential and that a community can show patriotism of the highest order by maintaining and extending, along right lines, its school system at this time. It is conservation of the most fundamental assets of the people—the mental and physical welfare of the rising generation, which is to take up the task of reconstruction. Once this necessity is realized, the same spirit for co-operative effort will be spread abroad that has already done wonders in other ways for conservation. Those students who are left in school will be stimulated with a desire to continue to the higher grades and economic opposition and listlessness on the issue will be overcome. It will be realized that the relatively high cost of building is with us for some years to come and that as adjustments are made all through society to meet these new conditions of labor and materials, there will be no reason for delay in these important building programs.

The usefulness of the school is not by any means confined to the solution of pupils' problems. It is to be noted with increasing frequence that preparations are such as to make the building a real neighborhood or community center. This is seen in the inclusion of a large auditorium with provision for music, lectures and moving pictures; of public playgrounds to be used by all after school hours; of neighborhood club rooms; of night classes of all grades, etc. All these expansions tend to make the building usable during longer hours and for more people—a tendency which, if followed to its conclusion, would make the investment pay better returns and somewhat offset the high cost of materials.

The great increase in factory building, especially in the West, will bring about considerable shift in population. New schools must follow, and such admirably equipped high schools as the Grover Cleveland, in St. Louis, Mo., as shown in this issue, must be an inspiring example. The architect, Mr. Wm. B. Ittner, F. A. I. A., a well-qualified expert, has provided many valuable photographs of the special rooms, which are more and more significant of the real worth of such buildings. Together with his detailed description, they give data that should interest many.

Mr. Sidney D. Townley, in his article, "Selecting an Architect for School Work," and Mr. O. N. Plummer, in "School Architects and Their Relation to Boards of Education," both speaking from actual experience, give invaluable advice regarding the procedure of achieving results which, if followed, would eliminate much confusion, cost and regret in school building.

With all the striving after efficiency let us not get our thought away from the need of having real architectural expression. Good architecture pays. It is worth while as an investment in city beautification; it has its good effect on the passerby and occupant alike; it outlives the poorer design in popularity and never goes "out of style." The child should have an environment as carefully studied as possible, so that the very building in which he passes his most impressionable hours shall contribute to his understanding of good taste, proportion, good color, freedom, and propriety in all ways. This does not mean that luxury or extravagance need be expressed, but good design and construction. It helps the student by increasing his enthusiasm for his school and those who maintain it. It helps him later, as a taxpayer, to do his part if his memories of school are pleasant and he can see actual results from his expenditure.

This correct expression of the school building naturally differs in different environments and climates. Even in the West there is a wide difference between the program for Seattle and Los Angeles or San Francisco and St. Louis. So it will be interesting in our coming School House issues to study them for types. There is the one-floor type with open corridors so highly desirable in the warmer sections where land is available, and the group type, with its advantages, as well as the more usual but highly desirable ones so well portrayed by the Edison School, designed by Mr. Walter Ratcliff, Jr., architect of Berkeley. Combining some of the best features of these types is the Owensmouth High School, Henry Harwood Hewitt, architect, also illustrated in this issue, in such a way as to accent its most progressive feature, —a large outdoor auditorium.

It is works like these shown that are more and more expected of our Western architects with their greater freedom from binding precedent and with the eyes of the country turned upon us, it behooves us to all co-operate in maintaining our high standards in school building.

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Official News of Pacific Coast Chapters, A. I. A.

The Architect is the Official Organ of the San Francisco Chapter, Southern California Chapter and Washington State Chapter, A. I. A.

The regular minutes of meetings of all Pacific Coast Chapters of the American Institute of Architects are published on this page each month.

San Francisco Chapter, 1881—President, Edgar A. Mathews, 251 Post Street, San Francisco, Cal. Secretary, Morris M. Bruce, Flood Building, San Francisco, Cal. Chairman of Committee on Public Information, William B. Faville, Balboa Building, San Francisco. Chairman of Committee on Competition, William Mooser, Nevada Bank Building, San Francisco. Date of Meetings, third Thursday of every month; Annual, October.

Southern California Chapter, 1894—President, J. E. Allison, 1405 Hibernian Building, Los Angeles, Cal. Secretary, A. R. Walker, 1402 Hibernian Building, Los Angeles, Cal. Chairman of Committee on Information, W. C. Pennell, Wright & Callender Building, Los Angeles. Date of Meetings, second Tuesday; except July and August at Los Angeles.

Oregon Chapter, 1911—President, Joseph Jacobberger, Board of Trade Building, Portland, Ore. Secretary, W. C. Knighton, 307-309 Tilford Building, Portland, Ore. Chairman of Committee on Public Information, Joseph Jacobberber. Date of Meetings, third Thursday of every month at Portland; Annual, October.

Washington State Chapter, 1894—President, Charles H. Bebb, Seattle. First Vice-President, Daniel R. Huntington, Seattle. Second Vice-President, George Gove, Tacoma. Third Vice-President, L. L. Rand, Spokane. Secretary, J. C. Coté, Seattle. Treasurer, Ellsworth P. Storey, Seattle. Counsels: J. H. Schack, J. Stephen and Charles H. Alden. Date of Meetings, first Wednesday, except July, August and September, at Seattle, except one in spring at Tacoma. Annual, November.

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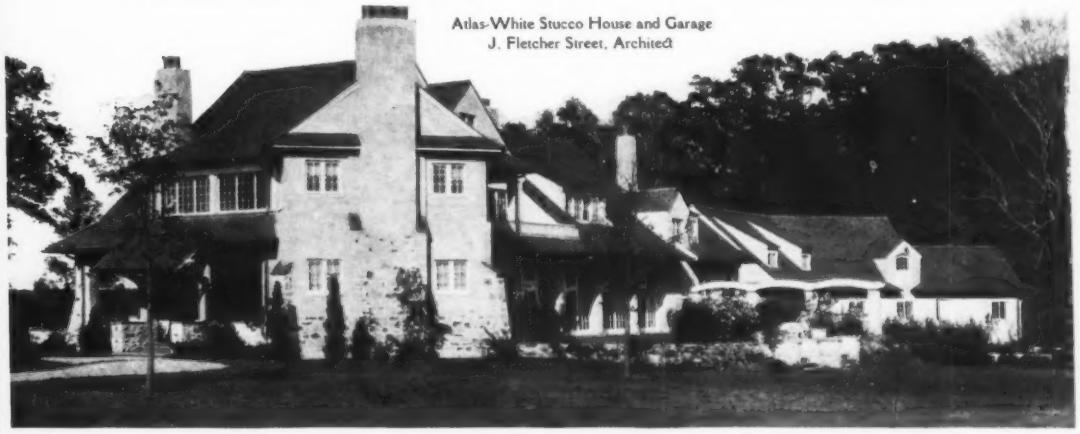

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Samson Cordage Works, 88 Broad Street, Boston, Mass.
Pamphlet in colors. 3½x6¼. 24 pp.

WALL BOARDS
National Mill & Lumber Co., 318 Market Street, San Francisco, Cal.
Pamphlet. A treatise on application of wall boards. 3½x6⅜. 6 pp. Also sample.

WATER HEATERS
Hoffman Heater Co., Lorain, Ohio.
Hoffman Heater Co., 397 Sutter Street, San Francisco, Cal.
Descriptive catalogue. 5x7 in. 32 pp.

WATERPROOFING
W. P. Fuller & Co. Principal Coast cities.
Color samples and descriptive circulars.
Concreta and Armorite.
The Muralo Co., New Brighton, New York.
San Francisco Office, A. L. Greene, Mgr., 311 California Street, San Francisco, Cal.
Catalogues and various pamphlets.
R. N. Nason & Co., 151 Potrero Avenue, San Francisco, Cal.
Pamphlets and literature.
Wadsworth, Howland & Co., Inc., 139 Federal Street, Boston.
James Hambly & Sons, 268 Market Street, San Francisco, Cal.
Los Angeles Office, 447-449 E. Third Street, Los Angeles, Cal.
Bay State Brick and Cement Coating. Catalogue. 6x9 in. 24 pp.

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School Architects and Their Relation to Boards of Education

(Continued from page 122)

school-house construction and to get more thoroughly in touch with one another. A board of education should insist upon their architect taking a business vacation of at least a month each year, visiting various school systems all over the United States. No other money which they might spend could be put to better use. The coming together of ten, fifteen or twenty of the leading school architects in the country for a trip of this kind, made in a body, would be very useful and I would like to see a program arranged, meetings to be held in connection with the National Education Convention.

I might say in closing that perhaps the largest duty of a school board consists in choosing wisely their architect and then working overtime in letting him alone. I feel confident that the architect who has been backed in all of his undertakings by his building committee, or even one member of it, must have a wonderfully soft spot in his heart for that man. There may be unjust architects and those who deliberately wish to work a hardship on the contractor—I don't know that kind.

Here's to the man who has put his best thought, the best that is in him, into beautiful structures, which are also models of efficiency. The public at large knows very little of him; his reward is in heaven, and he may be surprised to find a few contractors and some board members there.

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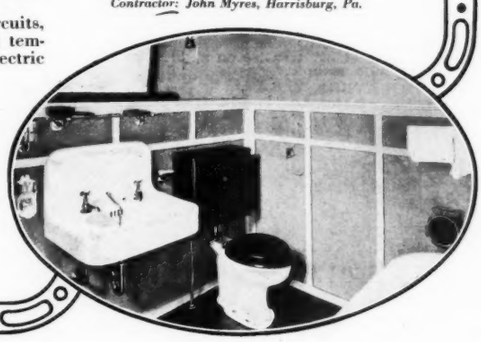

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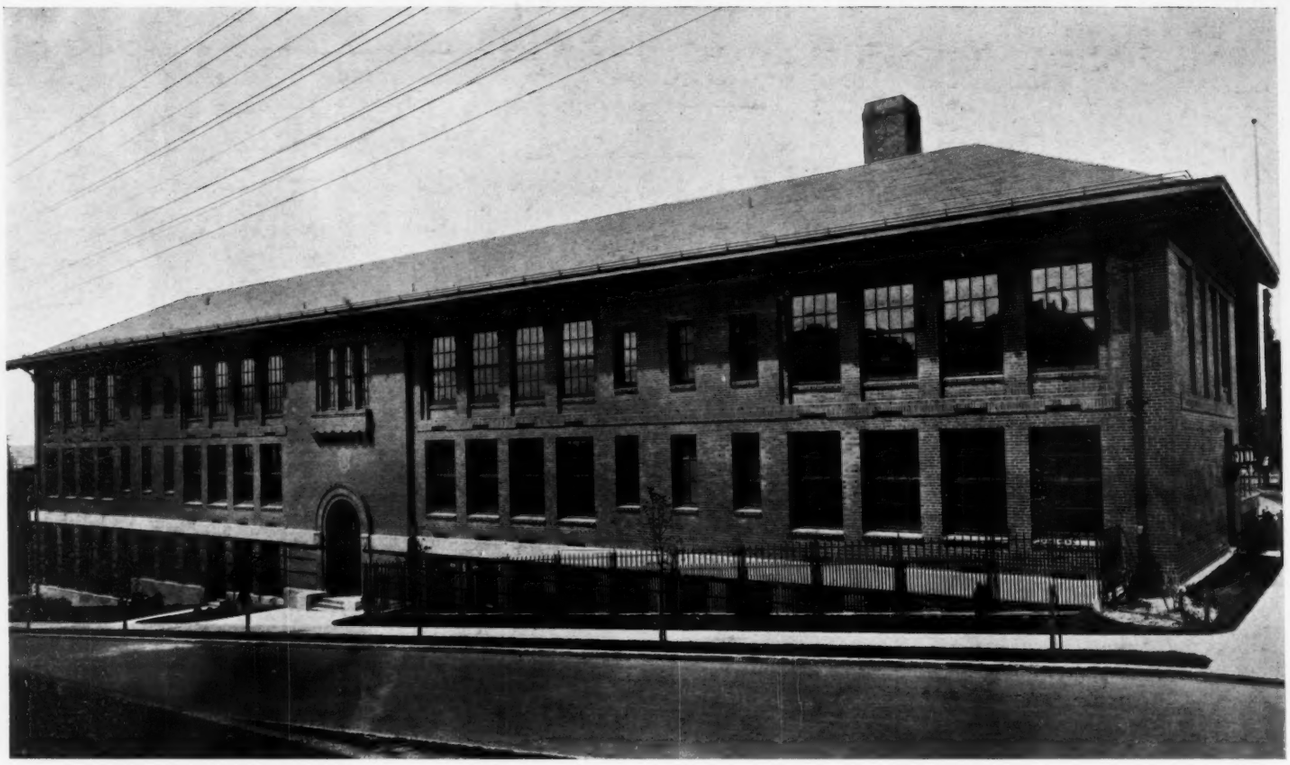

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The following editorial reprinted from August, 1917, issue of *The Fire Engineer*, may recall the experiences of several in the San Francisco fire of 1906:

THE WOODEN SHINGLE

In the leading article in this issue, Mr. F. C. Weber, ex-Secretary of the Board of Fire Engineers of Meadville, Pa., discusses the wooden shingle and its substitutes in a very interesting and informing manner.

In the opinion of the "Fire Engineer," any man who builds in a closely settled community and covers his roof with wooden shingles, can't be classed as a good citizen; for the thing he creates is a menace to the community, not a danger, but a **menace,** and it's a mighty poor community that hasn't gumption enough to destroy a menace.

The wooden shingle has one virtue in common with the paper napkin; it's cheap. Its first cost is low. The service of a paper napkin is very short, so is the service of the Wooden Shingle. Such shingles as we are getting now usually give about six to seven years of service, and in comparison with other roofing material, especially asbestos, as noted by Mr. Weber, the actual cost of Wooden Shingles is an exceedingly high one.

Our timber resources are growing smaller fast. Our mineral supplies are practically inexhaustible. If among these minerals there is one from which in combination we can manufacture shingles and lumber whose life service is not measured by one generation, which are non-inflammable, which are fire resistant, which will serve to keep our houses warm in winter and cool in summer, it would seem to be the part, not only of wisdom, but of plain ordinary every-day horse sense to utilize that mineral.

One of the effects of this war will be to wake us up to a realizing sense of the fact that we are a stupidly, wickedly and lazily wasteful people. It is going to teach us economy. It is going to teach us discipline. It is going to teach us to save what we have and to employ our resources far more effectively than we ever have employed them before. It is going to teach us to build right, of right material and in a disciplinarian sense it is going to show us how necessary it is for the common welfare that every man must be held personally responsible for his own misdeeds, whether they be of intention or ignorance.

The immense value of asbestos hasn't yet begun to be half realized. Steam fitters, boiler makers and users of steam have been utilizing it for years to keep the cold out and the heat in. In the summer time we want our houses cool; in winter, we want our houses warm. Why shouldn't owners, architects and contractors learn the lesson? The lesson is commended most earnestly in a larger way to the careful attention of Fire Prevention Engineers.

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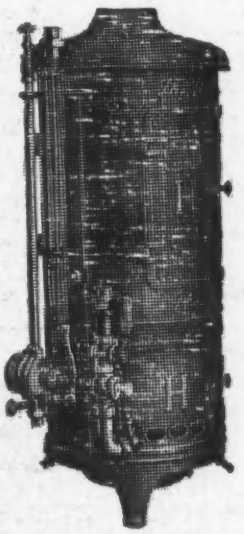

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